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**Implementing peer feedback for learning  
A study with Taiwanese higher education students**

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**Implementing peer feedback for learning -  
A study with Taiwanese higher education students**

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**A thesis submitted in partial fulfilment of the requirements for a PhD  
degree at King's College London**

**School of Social Science and Public Policy  
Department of Education and Professional Studies  
King's College London  
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## ABSTRACT

Peer feedback as a dialogic process opens up possibilities for developing evaluative judgement and enhancing students' engagement with feedback to promote self-regulated learning. Although various studies have been conducted on peer assessment in the field of assessment for learning little is known about composing and receiving peer feedback from students' perspectives. Furthermore, peer assessment with formative feedback is an unfamiliar idea in the context outside of the main Anglophone countries where feedback as telling rather than dialogic interaction. The study proposed the contextual and cultural background might influence the level of students' engagement in feedback processes. This study explored 22 Taiwanese higher education students' perceptions toward the implementation of peer assessment and the challenges and barriers of composing and receiving peer feedback following their English group presentations. Technology as a means to enhance timely and quantity feedback, peer assessment was implemented by uploading drafts of work in progress onto Social media, *Facebook*, and receiving peer feedback. Data was collected through questionnaires, interviews and composing feedback document to elicit students' voice and to reflect students' concerns on peer assessment practices.

A conceptual model of implementing peer assessment illustrating the relationship between the feedback giver, the feedback receiver and the teacher is developed. A significant finding is that students reported that composing feedback is often more productive than receiving since it activates backwards reflecting on self-work and generate internal feedback to inform the subsequent engagement. Another interesting finding is that students perceived their writing skills improved more by composing feedback. However, face issues, retaining interpersonal harmony and students' interpretation of learning appeared to inhibit students from engaging with feedback in a sustainable way.

This study sheds light on student-centred learning from composing feedback and engaging with feedback in the context outside of the main Anglophone countries which have been neglected in the feedback literature and has implications for educators and researchers in facilitating feedback sustainability in the CHC context and in the main Anglophone settings where students have a CHC background.

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# CHAPTER 1 - Introduction

## 1.1. Background

Influenced by the force of globalisation, countries worldwide have made cultivation of human talent a priority in the 21<sup>st</sup> century. English occupies a unique position in today's world as the global language and international medium of communication. English has gained great significance in the major fields of education, trade, commerce and employment. That is, English language proficiency and effective communication have become a necessity and a benchmarking parameter for ensuring individual growth and success.

For the purpose of enhancing language proficiency, it is widely acknowledged that learner autonomy, defined by Benson (2013) as the capacity to take control of one's learning, is the essential element in promoting students to achieve their desired language learning goals. Thus, to develop language proficiency entails students not only taking ownership of learning but also willingly making an effort to achieve this. In this respect, self-regulation skills and motivation have received considerable attention in many language-learning curriculums as essential elements in language proficiency.

The importance of English language proficiency has become unquestionable in many countries, especially in Asia. Taiwan offers an example of this. It has embarked upon a path of education reform, including the implementation of curriculum reforms at various educational stages from preschool to secondary school, and the enhancement of higher education and lifelong learning projects over the past two decades. To enhance students' language learning autonomy in higher education, the Ministry of Education (MoE) decided to adopt the *Common European Framework of Reference* (Council of Europe, 2001) in 2005. The adoption of the CEFR has indeed created a new context of English language education in Taiwan and has had significant impact, both intended and unintended, on local language teaching and assessment practices (Wu, 2007). The MoE of Taiwan adopted an English proficiency benchmark policy for college undergraduates in its 2005-2008 Administration Guidelines<sup>1</sup> as one of the strategies to promote Taiwan's globalisation, as required by the government's *Challenge 2008: National Development Plan* (Council for Economic Planning and Developing [CEPD] 2008). Encouraged by the MOE, the majority of Taiwan's universities have adopted an English benchmark policy for graduation, indeed this has become a crucial English education policy in recent years. An increasing number of colleges and universities now require

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<sup>1</sup> For more information about Taiwan MoE's 2005-2008 Administration Guidelines, please refer to <http://english.moe.gov.tw/ct.asp?xItem=7043&ctNode=784&mp=1#I>.

their students to demonstrate a minimum English proficiency level through taking a test or a course before awarding them a diploma.

However, a critically review is necessary; university students spend more than NT \$ 1,000,000,000 on English benchmark tests under this policy every four years. Such a valuable resource should have a better application. Furthermore, this policy is based on the assumption that testing (as extrinsic motivation) leads to progress, which finds no support in education theory or empirical studies but rather, it leads to an even more predominant culture of examinations. Moreover, the purpose of the remedial courses, designed as a bypass of the benchmark requirement to ensure all students graduate, is inconsistent with the spirit of education and the honesty code of administrative behaviour. Based on these arguments, there is a need for the MOE and universities to re-examine this English benchmark policy for graduation in the true spirit of education and to reform the university language learning education.

Similar to the language-learning curriculum, much of the current literature also views learner autonomy as an effective approach in which students actively and collaboratively learn through engaging in various monitoring and regulative processes, such as questioning, monitoring, evaluating, goal-setting and action planning. That is, this way of learning is assumed to promote students' motivational engagement and interest in language learning as well as enhancing their language proficiency and understanding of the nature of the foreign language.

With learner autonomy, effective collaboration and social interactions are also seen as important in the usage of language for communication. To this end, it is often proposed that when engaging in peer assessment activities, students should be provided with opportunities to make judgements on peers' work and activate backward reflection on their self-work which facilitates subsequent self-regulation. Overall, peer assessment is assumed to result in deeper and more meaningful learning, because the students are involved in the processes of learning in a proactive, collaborative and authentic manner.

Nevertheless, the role of the teacher cannot be denied, the teacher is usually the most authoritative source of professional knowledge in the discipline and is the person best able to scaffold student learning. The teacher is not, however, the sole channel providing professional knowledge for students in the classroom. The teacher may be seen, instead, as a facilitator who designs a series of assessment-for-learning activities that help students understand the gap between where they are and their desired goals and to timely adjust the teaching materials so that they motivate students further to build their ability to monitor, evaluate and self-regulate their learning.

To make these processes operation, feedback, formative information, plays a crucial medium to communicate between teacher and students. Feedback is one of the most powerful influences on learning and achievement (Hattie & Timperley, 2007). In the past decade, there has been a paradigm shift from feedback as monologic information transmission to feedback as dialogic interaction (Nicol, 2013). However, the evidence in a number of surveys, research studies and reports shows a great deal of dissatisfaction with feedback from students and teachers (Nicol, 2010). As for the issues of feedback being timely and comprehensible (Australia Course Experience Questionnaire (CEQ) and the UK NSS (HEFCE)) teachers are liable to become depressed when the effort they make are not appreciated. And for cognitive aspects, the learning improvement is limited solely from received external feedback, either from teacher or peers. However, little is known about whether the process of generating feedback on peers' work enables the student to comprehend the criteria and self-evaluate their own work through comparing it with their peers. As the review by Nicol (2013) shows, through composing feedback on peer work, students activate a process of self-assessment, they use their own work benchmarking with the criteria and peers work, they reasoning the suggestion for peer work and enhance their understanding of the relevant criteria. Consequently, the process catalyses students' understanding of the quality of the work and, with the evaluative judgements generated in their mind during the process, they can reflect on their work and take action to self-regulate their learning. Similarly, engaging with feedback is equaled important. Students can get suggestions from a variety of points of view and use their peer's strengths to improve their work and avoid their weak points. Thus, for active learning students need not just to receive feedback but to take responsibility for actively receiving, digesting and acting upon the feedback they receive, also referred to as "proactive recipience of feedback" (Winstone, Nash, Parker, & Rowntree, 2017). Consequently, it is becoming increasingly acknowledged that in order to understand better the implementation of peer assessment, it is essential to also focus on the processes of both composing and receiving feedback.

In navigating the literature on peer assessment, it is clear that the learning potential has not been consistent. The majority of the published work on the implementation of peer assessment focuses on scenarios in which students award each other grades, rather than on scenarios where students are required to judge the quality of one's own and others' work and to reason those judgements against the criteria by means of constructing feedback commentary. The literature is mainly focused on studies of peer-tutor grade correlations, often with the sole purpose being to show that peers can act as reliable assessors as teachers.

In order to define the learning rendered through students composing feedback, the term "peer assessment" is adopted whereas Nicol (2013a) uses "peer review". For the purpose of the current study, peer assessment is a reciprocal process whereby students evaluate and provide feedback

reviews on assignments produced by peers in the same topic domain and receive feedback reviews from peers (Nicol, Thomson, & Breslin, 2014).

Assessment feedback represents information communicated to the learner that is intended to affect the learner's thinking or behaviour for the purpose of making an improvement. In some literature, the teacher may also be the feedback recipient and use it as the basis for adjusting instruction. However, in this study, I focus on the students as the primary recipient of feedback.

Boud and Molloy (2013) identified feedback as "A process whereby learners obtain information about their work in order to appreciate the similarities and differences between the appropriate standards for any given work, and the qualities of the work itself, in order to generate improved work." And Carless (2015, p. 192) defines feedback as "A dialogic process in which learners make sense of information from varied sources and use it to enhance the quality of their work or learning strategies". Carless also highlights the importance of feedback sustainability.

In the current literature, the empirical research on composing and receiving feedback processes is still scarce and insufficient, as the majority of previous work has focused on performance improvement when students receive feedback from peers. In particular, little is known about the value of composing feedback and the students' engagement with feedback and what role the capability to make decisions about the quality of work and self-regulation may play during the engagement in peer assessment activities, especially in the context outside of the main Anglophone settings where summative assessment is highly dominant and which has been neglected in the feedback literature.

## **1.2. An overview of this thesis**

Taking into consideration the issues covered in the previous section, this thesis aims to explore, in-depth, if and how Taiwanese higher education students' learning from making judgements of their peers' work and what the barriers of making productive use of feedback about their work may be as they participate in language learning activities.

In order to do so, a mixed-methods and grounded theory approach was adopted and was conducted with the 22 students participants from a national university in Taiwan. Data, including questionnaire, semi-structured interview and composing feedback documents were collected during the progress of undertaking the first unit of spoken-English classes.

This thesis aims to generate an in-depth, contextual understanding of how Taiwanese students in higher education engage in peer assessment in language learning. That is, by placing emphasis on

students' learning I seek to develop a detailed understanding of the processes of feedback receipt and feedback production in language learning activities. The methodological design utilised in this study is put forward to provide other researchers with a template regarding how to proceed with examining the composition and receipt of peer feedback of students' learning in similar settings. It is also hoped that the findings of this thesis may ultimately contribute to improving peer assessment practices through providing insights into how and why students make judgements of peers' work and make productive use of feedback.

The thesis comprises seven chapters, starting with this introductory chapter, which presents a brief background to the study and an overview of the thesis. The remainder of this thesis is organised in the following way. In Chapter 2, I examine the current conceptualisations and research on peer assessment. Next, the second section discusses the issues concerning Confucian heritage culture (CHC) contexts in relation to learning. Existing empirical research on peer assessment in language learning is also reviewed in this chapter. Finally, after highlighting the fact that there is a lack of empirical research examining the potentials and challenges of implementing peer assessment from students' point of view, and how students perceived learning from making judgements of one's own and of peers' work and making productive use of feedback about their work as they participate in language learning activities, three research questions are proposed in order to guide the current research.

In Chapter 3, the methodological approach that informs this thesis is explained and justified. With respect to this, the chapter starts with the epistemological assumptions guiding the research and an explanation of the mixed-methods research approach. After justifying the adoption of a grounded theory approach from the perspective of this study's investigation for this study, the details of the research design and data collection procedure are provided. Subsequently, the data analysis process is explained and this is followed by a consideration of the trustworthiness of this research as well as the ethical issues regarding the research.

Chapters 4 and 5 present the findings of this thesis. Chapter 4 describes the evidence of the distribution of demographic variables and students' attitudes toward peer assessment by the higher education students during the language learning activities. Moreover, it provides an analysis of students' perceptions of implementing peer assessment in accordance with six aspects: amount and distribution of study effort, goals and standards of peer assessment, quantity and timing of feedback, quality of received feedback, quality of giving feedback and response to feedback is presented in the chapter.

Chapter 5 extends the analysis of students' attitudes towards and perceptions of implementing peer assessment presented in Chapter 4 by exploring the students' perceptions of the advantages and challenges of implementing peer assessment in language learning activities. Furthermore, this chapter examines students' perceived learning from making judgements of one's own and of peers' work and the barriers to making productive use of feedback about their work.

Chapter 6 presents a discussion of the key findings of this study in relation to the previous review of the literature in Chapter 2.

Finally, Chapter 7 presents the summary of what has been involved in the study and the key findings. It specifically outlines the contributions of thesis research to understanding students' self-regulated learning process in peer assessment activities. This chapter also discusses the methodological contributions and limitations of this study. Lastly, the implications of the findings of this research for practice and future research are explained.



## **CHAPTER 2 - Literature Review**

### **2.1. Introduction**

Peer assessment is the main tool used to provide students with appraisal experience similar to the teacher's and thus to comprehend feedback (Sadler, 2010).

However, while the current literature on peer assessment involves extensive conceptual and empirical studies on the learning benefits resulting from students' receipt of feedback from peers, the empirical research on students take proactive role in giving and receiving feedback and the capability to make decisions about the quality of work and self-regulation of learning afforded when students produce feedback reviews and on students' engagement with feedback are still scarce and insufficient. This is especially the case outside of the major Anglophone countries, and empirical research is non-existent at the higher education level in Taiwan, where summative assessment is dominant. To address this research gap, this thesis is focused on extending the understanding of peer assessment by presenting a quantitative and qualitative analysis of Taiwanese university students' challenges when giving feedback reviews and the barriers in responding to feedback in peer assessment activities in their spoken-English classes.

The literature review presented in this chapter highlights the relationship between assessment and learning and the current theoretical and methodological perspectives in the study of peer assessment and self-assessment. Next, the learning issues specific to the context of Confucian heritage culture (CHC) will be discussed. Following a critical review of peer assessment theory and research, I will scrutinise current conceptualisations and research on peer feedback in detail. Following this, relevant empirical research on language learning will be examined. Finally, I will articulate the research questions this thesis will address.

### **2.2. Assessment and evaluation**

It is useful to distinguish between the terms assessment and evaluation because these terms are often used interchangeably, thereby causing some confusion over their meanings. Assessment and its associated feedback are essential to student learning. A new understanding of the learners' role as active participants in learning has accompanied a paradigm shift in assessment practices. Learners are perceived to be responsible not only for their learning but also for the assessment of their performances (Cheng & Warren, 2005; Orsmond, Merry, & Reiling, 2002). Increasingly, the

importance of the assessment partnership between learner and teacher has been recognised (Leach, Neutze, & Zepke, 2001). The idea of involving students in the assessment process has become more widely accepted, manifesting itself in the form of peer, self and collaborative assessment methods, for example, in shifting from a primarily summative to a more formative approach.

Linn and Miller (2005, p. 26) defined assessment as, “the systematic ongoing process of gathering, analysing, and using information from multiple resources to draw inferences about the characteristics of students, programs or an institution for the purpose of making informed decisions to improve value judgments in terms of using the information gathered to determine the success of the program and to make improvements in students learning.” As the definition suggests, the unit of analysis may vary in size, and in this study it is at the individual student level that assessment will be focused upon. Furthermore, O’Donnell & Topping (1998) analysed different types of peer assessment in term of function, which they consider to be determined by whether peer assessment is used as a summative (to make a final judgment) or formative (to provide feedback that improves current or subsequent performance) assessment.

Evaluation on the other hand is, “the systematic process of gathering, analysing, and using information from multiple sources to judge the merit or worth of a program, project or entity” (Rossi, Lipsey, & Freeman, 2004). Just like assessment, the utility of data is in its ability to aid decision-making. Evaluation also includes value judgements concerning the desirability of results and is not limited to quantitative descriptions. Evaluation is used in order to understand the students’ learning process, the relation between students’ expectations and performances, and to rank students according to achievement.

In brief, assessment support the formative purpose is a process used to improve a performance or outcome. Evaluation is a process used to determine the quality of a performance or outcome. Assessment and evaluation both have their purposes, and, when thoughtfully implemented, may both add significant value to teaching and learning.

Taking all these points into consideration, the study that this thesis covers focuses on formative assessment, in particular, on incorporating the assessment process into learning practice in order to develop student evaluative expertise and student engagement with feedback. To understand the theoretical framework of peer assessment here used, I will in the next section, begin by reviewing the concept of formative assessment and learning-oriented assessment.

### **2.3. Theoretical background to peer assessment**

In the review of research into classroom assessment (Black & Wiliam, 1998a) put forward decisive evidence that formative assessment can improve learning and raise standards. In recent years, studies showing the benefits of formative assessment on student learning have grown (Carless, 2007; Nicol & Macfarlane-Dick, 2006).

Black and Wiliam, and their colleagues, have defined formative assessment by pointing out distinctions between assessment relating to its purpose and function:

Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting students' learning. It thus differs from assessment designed primarily to serve the purpose of accountability, or of ranking, or of certifying competence. An assessment activity can help learning if it provides information that teachers and their students can use as feedback in assessing themselves and one another and in modifying the teaching and learning activities in which they are engaged. Such assessment becomes "formative assessment" when the evidence is actually used to adapt the teaching work to meet learning needs. (Black, Harrison, Lee, Marshall, & Wiliam, 2004, p. 10)

The term assessment for learning (AfL), which is often used interchangeably with formative assessment, focuses more explicitly on learning and the role of learning (Klenowski, 2009; Swaffield, 2011). A group of prominent academics at the Third International Conference on Assessment for Learning developed a second-generation definition of AfL:

Assessment for learning is part of everyday practice by students, teachers and peers that seeks, reflects upon and responds to information from dialogue, demonstration and observation in ways that enhance ongoing learning. (Klenowski, 2009, p. 264)

From exploring the definitions above, a consensus of assessment has emerged that the intention of assessment is to improve learning, and the evidence from the assessments is used to improve instruction. Consistent with this intention, Black and Wiliam modified their earlier definition (Black & Wiliam, 1998b) and the definition of the Assessment Reform Group (ARG, 2002):

Practice in classroom is formative to the extent that evidence about student achievements is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited. (Black & Wiliam, 2009, p. 9)

To avoid ambiguity, in the thesis I will use the term formative assessment, rather than AfL, in spite of the recent popularity of the latter in various contexts, including the UK and Taiwan. AfL is a statement of purpose: that assessment should be of use to learning. The reason for preferring the term formative assessment is that it is clearer for the discussion of formative and summative assessment and thus may not oversimplify the relationship between assessment *for* learning with assessment *of* learning.

### **2.3.1. Main formative assessment strategies**

Following the above definition proposed by Black and Wiliam, I shall next take a closer look at how to design an assessment with a formative function that supports learning. Wiliam (2011) identifies two important requirements. The first is that the evidence of student learning is, “instructionally tractable” (Wiliam, 2007). Namely, it is insufficient to merely show the information about the existing gap between current and desired performance. Evidence must also provide information that acts as a valuable clue for the teacher to diagnose students’ particular difficulties and supply remedial instructional activities which address these issues and may then further improve performance.

The second requirement is that the students be proactive and take initiative to improve learning, i.e. be responsible for the remedial activities provided by the teacher, asking for a specific type of help from the teacher or from a peer, or self-reflective and willing to move his or her own learning forward. Unless the students are motivated and equipped to act upon feedback, their potential improvement will not be so fully realised (Carless, Salter, Yang, & Lam, 2011).

In order to ensure that the theoretical grounding for formative assessment takes account of the involvement of learners and their peers, I will examine a framework proposed by Wiliam and Thompson (2008). Their formative assessment framework (Figure 2.1) incorporates three key instructional processes: identifying where learners are in their learning, where they are going, and what needs to be done to get them there. It also lists three categories of players or actors in the classroom: teacher, learner, and peers. During these processes, feedback can be understood as information about the gap between the goal and the actual performance, and the primary purpose of it is to narrow the discrepancy between the two (Ramaprasad, 1983). Furthermore, this framework provides a way of thinking about the five “key strategies” for the regulation of learning processes (Wiliam, 2011).

**Figure 2.1** Aspects of formative assessment adapted from a framework developed by Wiliam and Thompson (2008)

	Where the learner is going	Where the learner is right now	How to get there
<b>Teacher</b>	1 Clarifying learning intentions and sharing criteria for success	2 Engineering effective discussions, activities and learning tasks that elicit evidence of learning	3 Providing feedback that moves learners forward
<b>Peers</b>	Understanding and sharing learning intentions and criteria for success	4 Activating learners as instructional resources for one another – peer assessment	
<b>Learner</b>	Understanding learning intentions and criteria for success	5 Activating learners as the owners of their own learning through learning how to learn – self-evaluation involving students in monitoring the quality of their work and regulating their own learning	

In order to operate as a regulator of the learning processes, the role of the feedback is to promote students' understanding of the goals of learning and what constitutes their expected performance (strategy 1). Learning does not occur through the mere transmission of information through feedback. Students' proactive interaction with feedback is equally, and perhaps even more important, than the quality of the comments alone (Nicol, 2010).

Building on the work upon feedback in formative assessment by Ramaprasad (1983) and Sadler (1989), effective feedback needs to have three components: 1) an understanding of the standard being aimed for; 2) comparing the standard with the current level of performance; and 3) taking appropriate action to close the gap between 1 and 2. In short: Where am I going? How am I going? Where next? (strategy 3).

The teacher's role is to act as a facilitator who helps students to become aware of the evidence of their achievement, and to adjust the design of learning tasks for students to decrease the gap (strategy 2).

To engage students in the learning processes, students not only receive but also produce feedback. The fourth and fifth strategies are interlinked, belonging to peer assessment and self-assessment. The role of peers is similar as that of the teacher in that they provide external feedback information. More importantly, peer dialogue increase opportunities for feedback dialogue when there is only one teacher and the class size is large as it may be in mass higher education (Nicol, 2010). Though the accuracy of feedback may vary, peers, who are tackling the same assignment, can still provide helpful feedback in a language that students might understand. By reviewing the work of peers, students may find a feature of a peer's work that they can apply to their own work. Therefore,

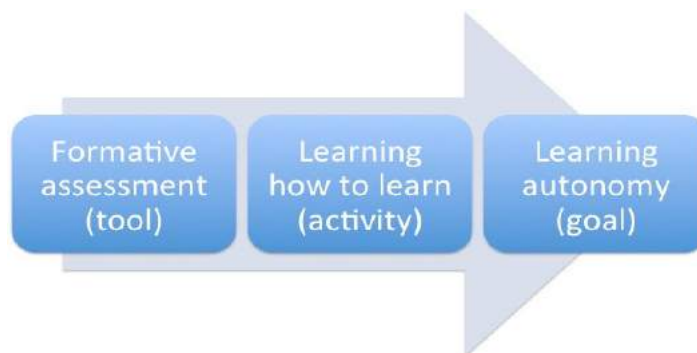
having peers respond to and comment on an assignment, provides multiple perspectives that can serve as mutual learning resources (strategy 4). In Section 2.6 & 2.7, I will explore in more detail the giving and receiving of peer feedback.

For the role of the learners, they need to actively appraise their learning situation and set themselves goals. Peer assessment can be seen as a precursor to self-assessment. Feedback from peers can be helpful in raising awareness of how their own work aligns with the assessment criteria. Sadler (1989, p. 138) proposes that, “The possession of evaluative expertise is a necessary (but not sufficient) condition for improvement.” Therefore, the capacity to self-evaluate is a prerequisite for students to act upon feedback and improve their performance. Involving students in monitoring the quality of their work, encourages students to take greater control of their learning progress and thus towards, “self-regulated learning” (strategy 5).

Originally, self-regulated learning referred to, “learning that occurs largely from students’ self-generated thoughts, feelings, strategies, and behaviours, which are oriented toward the attainment of goals” (Schunk & Zimmerman, 1998). In recent years, Boekaerts (2007) has defined self-regulated learning as, “a multilevel, multicomponent process that targets affect, cognitions, and actions, as well as features of the environment for modulation in the service of one’s goal” (p.347). In addition, learning how to learn can be seen as an enhancement of students’ self-evaluation leading to more comprehensive attempts at self-regulation. The capacity of self-evaluation gives students a greater sense of autonomy throughout the learning process. The concept of learning how to learn was defined in the Learning How to Learn (LHTL) project by (James et al., 2007, p. 5) as, “a process of learning which enables the learner to know how best to go about learning other things, including school subjects but also other valued forms of knowledge, skills, attitudes and capability.” Therefore, formative assessment can be seen as a tool supporting LHTL activities and which leads students to the larger goal of developing learner autonomy (James & McCormick, 2009), which is crucial for lifelong learning.

In summary, the five main formative assessment strategies involve the elicitation of evidence that is used by student, peers or teacher to inform the learning process. These strategies are not sequential steps but all need to be incorporated into the learning context and students placed at the centre of their learning. If learning autonomy is the goal, learning how to learn is the activity that is oriented towards that goal, and formative assessment can be seen as providing tools for the activity (see Figure 2.2).

**Figure 2.2** Relationships between the concepts of formative assessment



### **2.3.2. Learning-oriented assessment**

Furthermore, for the purpose of addressing assessment more effectively and to focus on enhancing student learning, Carless (2007, 2015) suggests a framework for learning-oriented assessment (LOA) which reflects the spirit and essence of formative assessment in its three core elements:

- design assessment tasks to stimulate sound learning practices among students;
- actively involve students in their learning through engagement with criteria, the recognition of quality and evaluating their own and/or peers' performance;
- timely and forward-looking feedback that supports current and future student learning.

The first principle of LOA implies that the assessment tasks as learning tasks aim to spread the student's attention across a prolonged period of study, rather than focusing upon short-term intensive study for an end of module assignment (Gibbs & Simpson, 2004), or adopting the surface approach of cramming and memorisation for examination preparation that is soon forgotten (Ramsden, 2003).

The second principle of LOA is student involvement in assessment so that they develop a better understanding of learning goals and engage more actively with criteria and standards. To facilitate learning, the assessment activities should consider drafting criteria (Orsmond *et al.*, 2002); engaging with quality exemplars (Sadler, 2002); peer feedback (Liu & Carless, 2006) or peer assessment (Falchikov, 2005); and student development of self-evaluation skills and capacity for evaluative judgements that support life-long learning (Boud, 2000; Sadler, 1989).

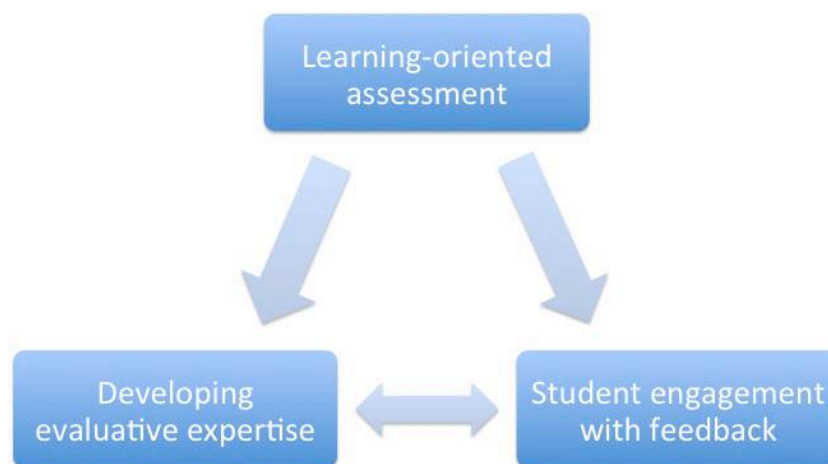
Feedback in itself may not promote learning, unless students engage with it and act upon it (Gibbs & Simpson, 2004). In addition, feedback always comes too late for students to use it effectively (Carless, 2006) and it generally fails to include iterative cycles of feedback and revision to enhance deep learning (Taras, 2006). Therefore, the third principle of LOA emphasises receiving timely feedback and promoting student engagement with feedback and then 'feed forward' into subsequent

or future work. Besides, Carless (2007) suggests the form of pre-emptive feedback for multi-stage assignments, which comes before the subsequent assignment is due can deal with the potential issue of feedback comes too late to be useful.

Carless (2015) offers an updated model of LOA (see Figure 2.3). The importance of developing evaluative expertise and student engagement with feedback is of equal importance to assessment design. He asserts that these three elements interplay and create a positive impact on students' learning.

For the objective of LOA design, students engage with feedback and develop their evaluative expertise by analysing and evaluating exemplars as the part of training and reasoning and explaining the quality of work against assessment criteria with peers (Carless, 2007, 2015). By doing this, the peer assessment practice may involve students in substantial evaluative experience.

**Figure 2.3** Model of learning-oriented assessment (adopted from Carless, 2015)



### 2.3.3. Sustainable feedback

As for the notion of formative assessment and LOA, feedback is the essential element driving student learning. Analogous to Boud's (2000) notion of sustainable assessment, Hounsell (2007) introduces the concept of sustainable feedback. Furthermore, Carless (2013a) defines it as, "active student participation in dialogic activities in which students generate and use feedback from peers, self or others as part of an ongoing process of developing capacities as autonomous and self-regulating learners." This notion is congruent with central ideas in other major literature on feedback for improved learning: a model of self-regulated learning and seven feedback principles (Nicol & Macfarlane-Dick, 2006); a model of the dialogic feedback cycle (Beaumont, O'Doherty,



& Shannon, 2011); and a focus on student engagement with feedback (Price, Handley, & Millar, 2011).

However, the lack of feedback dialogue means that the feedback recipient never becomes fully aware of the potential contribution of feedback to their learning and the feedback giver never fully appreciates how their feedback is being used (Orsmond & Merry, 2011). Feedback needs to focus more on guiding students to understand what constitutes quality and be able to develop the self-evaluative capacities that they need for lifelong learning (Boud & Falchikov, 2006; Sadler, 2010). By doing so, the dialogue can stimulate greater connoisseurship that supports students in developing competence in appraisal explanations and develop a better nose for quality, which helps them to self-regulate their performance on future tasks (Nicol & Macfarlane-Dick, 2006; Sadler, 2009). On the other hand, it is essential to put less emphasis on “transmission” and “telling” students what is right and wrong in their work, and how it might be improved.

#### **2.3.4. Training for giving and receiving peer feedback**

The greater role and responsibility of students in the learning process permeates discussions of sustainable feedback, as does the importance of training for both teachers and students in how to give and receive assessment feedback as an integral part of assessment design (Carless, 2007; Nicol & Macfarlane-Dick, 2006). By giving students a greater role in assessment, the teacher promotes the understanding of feedback processes and reviews students’ beliefs about the nature and purpose of feedback. In particular, students need training and coaching in carrying out peer feedback (Min, 2006).

Researchers report that students get more out of giving peer feedback than from receiving peer feedback. The act of generating comments about someone’s work requires students to activate the cognitive processes and thus develop the capability of making evaluative judgements (Lundstrom & Baker, 2009; Nicol *et al.*, 2014). One possible thing is to do the generation of peer feedback comments without receiving them. However, if students are expected to make use of peer feedback, they need training in how to compose and give peer feedback (Sluijsmans, Brand-Gruwel, & van Merriënboer, 2002). They argue that there is a need for extending the training period considerably rather than just giving a short, one-off input workshop. Sluijsmans & Merriënboer’s (2000) peer assessment model points out that training should cover the following considerations: (1) defining assessment criteria including the requirement of the product and process, (2) making judgements on the work of peers with an indication of strengths and weaknesses that is aligned with the criteria and the provision of explanations, and (3) providing feedback to the work of peers for future learning.

In recent years, a promising training method that develops student understanding of what quality work looks like is the discussion of exemplars of student work. Exemplars convey messages that nothing else can (Sadler, 2002). First, students engaged in a dialogue around the exemplars will better appreciate strengths, weaknesses and how the work could have been done better. By doing this, students gain experience in making academic judgements and then comparing their perceptions with the expert annotation and feedback of the teacher (Carless & Chan, 2016; Sadler, 2010; To & Liu, 2017). In this way, students have opportunities to calibrate their judgements when they see that their understanding of what constitutes quality work differs from the teachers’.

Though it is crucial that teachers show students what good work looks like, what good feedback comments look like is also important for them to see. The notions of the student’s responsibility for their engagement with feedback and addressing feedback from peers, needs to build into the assessment design; otherwise, the feedback is not going to be useful.

However, in spite of efforts to design activities that facilitate students getting quality peer feedback, if this is not built into a sequence that requires students to engage with it, they are not likely to act on it. The peer feedback they receive has the potential to become dangling data, useful information that goes nowhere. The importance of training students in the use of peer feedback is highlighted in the literature (Lindblom-ylänne, Pihlajamäki, & Kotkas, 2006; Vickerman, 2009). Gielen *et al.*’s (2010) of peer assessment which stresses the crucial role of incorporating training to prepare students and guide them in their role as both the giver and receiver of feedback. Additionally, Topping (2010) argues that training alone can result in a lack of effect. It needs to also take account individual and contextual variables such as the objective of student learning, the subject and the methods of teaching and assessment in Eastern and/or Western learning contexts.

In summary, designing learning activities based on the notions of formative assessment, LOA and sustainable feedback does not seek to measure student-learning outcomes; instead to set up possibilities for the development of student evaluative expertise and stimulate student engagement with feedback. In this study, peer assessment and peer feedback are implemented in accordance with these objectives. Learners need to become reasonably competent not only at assessing other students’ work but also at applying that knowledge to their own works.

However, in different contexts, sociocultural factors may cause barriers to implementing assessment for productive learning (Carless, 2011; Carless & Lam, 2014). Before I look into the rationale for peer assessment, I will next look at the literature regarding the cultural issues and problems in relation to learning from a perspective outside of the main Anglophone countries.

## **2.4. Issues in the CHC contexts in relation to learning**

After clarifying the relationship between assessment and learning in section 2.2 and 2.3, which was concluded that formative assessment, particularly peer assessment, should be seen as a tool to generate formative information to support the students in monitoring their own learning, to set goals for the next steps in improving their performance and to move forward their own learning. A summative grade or score provides no clue for the learner to know their strengths that should be nurtured or deficiencies that require improvement.

In fact, sociocultural factors resulting from in different contexts significantly influence assessment practices. However, little is known about how formative assessment is mediated in international contexts outside Anglophone settings and other major European countries, especially in Chinese contexts where summative assessment is highly dominant. The term Confucian-heritage cultures (CHCs) will be used in this thesis to refer to the countries and education systems of China, Hong Kong, Japan, South Korea, Singapore and Taiwan, which are all examination-driven and share values, motivations, strategies and beliefs about learning. The importance of implementing formative assessment in CHC settings is to bring some balance to assessment processes and enable a focus on learning and improvement to counter the dominance of testing and competition. Historically, within China the *keju* system represented the origins of examinations. Since the Sui dynasty (AD 581-618), *keju* as the imperial examination system has been used to select candidates for government positions. This examination was used in subsequent dynasty and survived almost 1500 years until it was abolished in 1905. Throughout the centuries, *keju* was the main channel that regulated the selection of government officials (Carless, 2011, p. 50). The development of testing is a means of selection and also of social control. Despite its abolition, the *keju* has had an enduring influence on Chinese teachers, students, and the society. A number of major repercussions within the Chinese examination system require attention, and particularly those that have implications upon formative assessment in contemporary CHCs. The following subsections discuss the learning motivations, memorisation as learning, and the cultural issues in relation to classroom interaction.

### **2.4.1. Learning motivations**

CHC students believe that the primary goal of learning is to achieve behavioural reform and make the learner become a moral person. Li (2002) found that Chinese college students were more likely to consider learning as fulfilling a need to perfect oneself instead of understanding the world. Although Confucius rarely considered the personal utilitarian purpose of learning, the imperial examination system inevitably oriented the learning purpose (Li, 2003). In the *keju* system, making every effort to study the required subjects and passing the examinations became the primary track

of upward social mobility (Cheng, 1998). Consequently, some researchers argue that, compared with the learning motivations among students in Western countries, students in CHC settings tend to be more pragmatic in learning (Lee, 1996; Tweed & Lehman, 2002). In other words, learning is not done merely for the sake of learning itself but in order to obtain external rewards, such as fame, wealth, and social status in learning (Lee, 1996). Tweed and Lehman (2002, p. 92) used the term “pragmatic learning” to characterise this tendency. Accordingly, learning is considered as a means to an end (Carless, 2011; Lee, 1996; Tweed & Lehman, 2002) and can lose its meaning if it does not provide the learner with desirable pragmatic outcomes.

One consequence of their learning motivation being principally pragmatic is the examination-oriented learning and teaching. That is, students emphasise the importance of examinations and achievements because passing examinations and having high grades are the keys to achieving desirable outcomes (Carless, 2011, p. 54). Accordingly, competition is viewed as a key aspect of schooling. Students are trained to cope with examinations since the examination results determine the schools, and then the universities the students will enter (Turner & Acker, 2002). In this way, the public examinations, which have the power of determining university entrance, have replaced the curriculum as the goal of education (Cheng, 2004). In this competitive examination culture, it is not rare to see the phenomenon of repeaters, CHC students who are willing to take and retake an examination to try and achieve a pass. This relates to the culturally desirable characteristics of persistence and endurance, which means a belief that effort pays off in academic achievement and can overcome limitations in ability.

However, this does not imply that students in CHC contexts are less intrinsically interested in learning itself. Instead, the intrinsic motivation and extrinsic motivation coincide in CHC contexts (Lee, 1996; Tweed & Lehman, 2002). For instance, the students who see learning as a means to obtain desirable external outcomes tend to integrate aspirations of obtaining external rewards through education with the intrinsic motivation of personal growth. Therefore, pointing out the potential pragmatic outcomes of successful learning may have a significant effect on motivating students in CHC contexts.

#### **2.4.2. Memorisation as learning**

In the CHC tradition, the process of memorising and interpreting the classics is considered essential in developing virtue within the learner (Carless, 2011, p. 54). Bigg’s (1996) analysis of the paradox of the Chinese learner suggests that memorisation is the first step towards understanding. Furthermore, Pratt, Kelly, and Wong (1999) proposes CHC students interpret learning as a sequential four-stage process: (1) memorising and mastering the basics, (2) understanding, (3)

applying the knowledge to problems and situations, and (4) questioning or critically analysing. Thus, the role of memorisation is purposeful for examination preparation and, later on, for critique and reinterpretation.

Biggs (1996) distinguishes two types of learning strategies for memorisation: rote learning and repetitive learning. For rote learning, students try to memorise the information using a mechanically repetitive manner without trying to understand the meaning. As for repetitive learning, although students also try to form accurate memories through rehearsing the information, they try to understand the meaning of the learned material through this process of rehearsal. By engaging in the process of rehearsing the information, students increase their attention to the information and consequently deepen their understanding of it and discover new meaning (Pratt *et al.*, 1999). Thus, in CHC contexts, memorisation as an approach to learning does have the aim of achieving a better understanding of the subject.

A study by Purdie and Hattie (1996) provided some evidence of the use of memorisation strategies for learning. The researchers compared the strategies used by different cultural groups of students to regulate their learning processes. They found that the Japanese students and the Japanese students studying in Australia who had a CHC background, both attached greater importance to the use of memorisation than the Australian students did. This finding supports the notion that repetition and rehearsal is a route for CHC students to achieve understanding.

### **2.4.3. Classroom interaction**

Cultural characteristics cause barriers to classroom interaction (Carson & Nelson, 1996; Hyland, 2000). The main cultural factors that affect Asian student's interactions in the classroom are collectivism, power distance, and the concept of "face".

#### **2.4.3.1. Collectivism and the classroom**

Collectivism indicates a society in which people are integrated into cohesive in-groups that provide support in return for loyalty.

Hofstede and Hofstede (2005, pp. 97-99) outline some implications for teaching practices that are rooted in either individualist or collectivist societies. In individualist societies, schooling aims to prepare the individual for a role in a society of other individuals. As this involves learning to cope with new unforeseen situations, the purpose of learning is learning *how to learn*. In collectivist societies, schooling aims to develop skills to adapt to being an acceptable group member. Students have to learn *how to do* in order to participate in society.

Hofstede and Hofstede (2005) further argue that in classrooms in individualist society, students are encouraged to develop their own interests and speak up in class when they wish; in collectivist classrooms, students are reluctant to speak up without the sanction of the group or invitation of the teacher. This is particularly the case with students from collectivist cultures who may also be more likely to refrain from critical comments in order to maintain interpersonal harmony (Connor & Asenavage, 1994).

Chinese collectivism leads to a focus on whole-class teaching with the class proceeding together towards common goals (Cheng, 1997). In other words, students adjust themselves to the needs of a general curriculum and there is less emphasis on an individualised curriculum tailored to the needs of the students (Leung, 2008).

#### **2.4.3.2. Power distance and the transmission of knowledge**

Power distance, another cultural dimension proposed by Hofstede (2001), refers to the extent to which the less powerful members accept and expect the unequal distribution of power. Compared to Western cultures, CHC contexts tend to have a higher power distance (Hofstede, 2001), the teacher is seen as a “guru” who holds a position of respect, is a source of authority and wisdom and the textbook plays a significant role in guiding the acquisition of essential knowledge. One repercussion of this is that it can lead to the phenomenon of students devaluing feedback from peers. Teachers focus on having enough time to complete the syllabus and “finish the textbook” and thus curtail the space for active involvement of students in learning tasks. The focus on the transmission of knowledge leads to a deep division of roles and responsibilities with the teacher’s role to teach, and the student responsibility to listen and learn.

In this learning environment, students are not encouraged to raise questions with their teacher. The reluctance to ask the teacher challenging questions is therefore seen as a sign of respect for the authority of the teacher (Tweed & Lehman, 2002). Thus, this acts as a barrier to having interactive dialogue and a pedagogy that uses questioning as a formative assessment strategy.

Although CHC students from countries with a large power distance probably put greater emphasis on teacher feedback than peer feedback (Nelson & Carson, 1998), students do attend to and find the latter useful (Yang, Badger, & Yu, 2006).

#### **2.4.3.3. The concept of “face”**

As addressed in the previous sections of collectivism and the classroom, CHC contexts put an emphasis on maintaining group harmony. Face refers to a person’s integrity, dignity, and self-

respect. Collectivists save each other's face in order to keep a good relationship and avoid conflict. Particularly, the notion of giving face and avoiding loss of face are culturally engrained (Carless, 2011, p. 164). In CHC contexts, students may be too shy or worry too much about losing face in front of the class if the questions they initiate or the comments they make are inappropriate or incorrect. Also, CHC students from collectivist cultures more often choose to give indirect comments, avoid criticising others and disagreeing with their peers for the purpose of saving the face of their peers and retaining interpersonal harmony (Carson & Nelson, 1996; Hyland, 2000). As a result, a quiet classroom and passive interactions may be the outcome of the cultural norms.

In summary, the considerable challenges in Chinese contexts seem to provide a less favourable environment for formative assessment than in Western settings. The examination-oriented nature of CHC settings, impedes the development of assessment for learning, and the students' understanding of learning deprives them from taking ownership of their learning. The key issue for the implementation of peer assessment in CHC settings relates to summative assessment (Carless, 2011, p. 176). Through making more clear the potential synergies between summative and formative assessment by the formative use of testing and making students see how it might help them to develop the kind of skills learners need for examination purposes, peer assessment may become more readily accepted in CHC settings (Carless & Lam, 2014).

For the consideration of developing peer assessment to suit a CHC setting, I have discussed the issues in the CHC contexts concerning learning. In the next section, I will move forward to look at in detail in relation to the rationale of peer feedback promoting student learning.

## **2.5. Rationale for peer feedback**

As discussed in section 2.3, peer assessment is central to formative assessment and is the focus of the remainder of the chapter. Nicol (2013a) defines peer assessment (he uses the term peer review) as a reciprocal process whereby students evaluate and make judgements about the work of their peers and receive feedback reviews from peers on their own work in the same topic domain. For the function of dialogic feedback and sustainable feedback, peer feedback in the reciprocal process is defined as, "a communication process through which learners enter into dialogues related to performance and standards" (Liu & Carless, 2006, p. 280). Through the dialogic process, students make sense of information from the varied sources of peers and self and use it to enhance the quality of their work or, to enhance learning strategies and then further enhance their ability to self-monitor their work in progress (Carless, 2015). Moreover, technology-enhanced feedback strategies, use of Social media - Facebook, more attractive to students than Moodle (Deng & Tavares, 2013). History students uploaded drafts of work in progress and received peer feedback (Carless, 2015).

In short, peer assessment is about aiding learning by making reliable judgements through engaging with criteria and applying them to samples of work.

### **2.5.1. Alternative to teacher feedback**

Feedback is pivotal to formative assessment and therefore plays as a key role in learning. Hattie and Timperley (2007) conclude that feedback is one of the most powerful influences on learning and achievement. Traditionally, feedback has been conceived of as originating from the teacher, and primarily comprised of written feedback on the end of course assignment (Carless, 2013a; Nicol, 2010). Over the last two decades, the focus of feedback has shifted so that it is not only tied to assessment, but also emphasises the importance of cultivating feedback that is ongoing and integral to learning activities in settings beyond the formal evaluation of learning (Boud & Associates, 2010; Carless *et al.*, 2011; McArthur & Huxham, 2013; Sambell, 2013).

This reconceptualisation of feedback aims at going beyond the transmission of information from teacher to student and instead frames feedback as a dialogue that enhances student self-regulated learning (Carless *et al.*, 2011; Nicol, 2010; Price, Handley, O'Donovan, Rust, & Millar, 2013; Sadler, 2010). By doing so, the teacher is no longer the sole source of feedback. Instead, peers and even the learner become potential sources of feedback (Nicol *et al.*, 2014; Yang & Carless, 2013). Additionally, contemporary perspectives also point to the affordances that technology might generate in supporting the provision of plentiful and timely feedback that goes beyond written feedback (Carless, 2015).

Peer assessment is a vital alternative to teacher feedback, as both the processes of producing and receiving feedback can enhance students' learning without necessarily increasing academic staff workload (Carless, 2013a). In fact, a number of studies indicate that the enhancement of teacher feedback does not necessarily result in improved student learning, especially the challenges of dealing with large student numbers issue in class (e.g. Bailey & Garner, 2010; Crisp, 2007; Wingate, 2010).

### **2.5.2. Peer assessment and its relationship with self-assessment**

Although the focus of the review is exclusively on peer assessment, it is worth commenting briefly on self-assessment and its relationship with peer assessment. Peer and self-assessment are both key aspects of lifelong learning. One of the goals of peer assessment is to pave the way for self-assessment as a fundamental skill that helps students reflect on their own performance and develop the capability of self-reflection and self-improvement in future work (Carless, 2011, p. 165). That is, by thinking through what it is that this piece of work represents and what needs to happen to



improve it, the students are forced to internalise the criteria of success, and do so in the context of their peer's work, which is less emotionally charged than their own. Once students have given feedback to peers about a piece of work, their own subsequent attempts upon work in the same domain will be much improved. They are much clearer about what quality work is. Thus, the skills of peer assessment can have intrinsic value and can augment the skills of self-assessment.

### **2.5.3. Issues for effective implementation of peer feedback**

To emphasise the fundamental contribution and responsibility of the student (Winstone *et al.*, 2017), the giving and receiving peer feedback provides a new sense of purpose in engaging in peer and self-assessment. Involving students in generating and using feedback would encourage students to take part ownership of this process and reflect on their role and contribution to the process of peer work (Carless *et al.*, 2011). More importantly, a notable finding in peer assessment studies is that students often gain more from composing peer feedback than from receiving it (Lundstrom & Baker, 2009; Nicol *et al.*, 2014; Yu & Lee, 2015). The process of composing peer feedback enables students to involve several learning benefits. However, it is only feedback if students take some action on the basis of it. To effective implementation of peer feedback, the attainment to address the issue of students' contribution and responsibility to close the feedback loops is equally essential.

Nevertheless, prior research has primarily examined the learning benefits that result from the receipt of peer feedback reviews, with few studies specifically exploring either the merits of producing feedback reviews (Nicol *et al.*, 2014) or how student engage with feedback (Bounds *et al.*, 2013). In the following two sections, I will respectively examine the research in relation to the benefits of students composing peer feedback and the factors influencing student engagement with feedback.

## **2.6. Research on composing peer feedback**

Most research on peer assessment has either examined the specific learning benefits that result when students receive feedback from peers, or the general benefits derived from peer assessment and implementation. The potential learning benefits of composing peer feedback, however, have not been extensively studied and consequently, research in this field is scarce. I will next explore the relevant studies of the value of composing peer feedback and explicitly focus on the benefits the feedback offers the giver.

One of the benefits for the student feedback giver is the possibility of developing higher-level learning skills. Nicol and Macfarlane-Dick (2006) argue that composing peer feedback should serve

the function of enabling students to better monitor, evaluate, and even regulate their own learning, independently of the teacher. As van der Pol, van den Berg, Admiraal, and Simons (2008) argue, composing feedback gives students a clear idea of the criteria for the task and develops a sense of confidence by allowing them to see how their peers are performing.

Composing peer feedback gives students more critical insight and activates processes of reflection. In a small-scale research by Ertmer et al. (2007), students argued that the process of composing peer feedback made them reflect more critically on the products of their peers and on their own work. These results are supported by the study of Liu, Lin, Chiu, and Yuan (2001) in which students reported profiting from composing peer feedback. The benefit came from reading many peers' work and obtaining critical insights from others' work during the feedback process. Students claimed that they compared their own work with peers' work and were more aware of their advantages and weaknesses than they were when in situations where they received conventional teacher evaluation. Nicol *et al.* (2014) assert that the process of comparing peer's work against the standard results in reflecting on the students' own work. Dunlap and Grabinger (2003) argue that the process of reviewing someone else's work can help students reflect on and articulate their own views and ideas.

Reflecting on the products of peers and on their own work is beneficial for the work of the feedback givers by improving their own work (Dunlap & Grabinger, 2003). Wooley, Was, Schunn, and Dalton (2008) found that students who provided explanations in their feedback, performed significantly better in their own writing. Ertmer *et al.* (2007) found that the process of composing feedback on peers work helped students to reflect more critically on how their own work could be improved. Nicol *et al.* (2014) identified that composing peer feedback is cognitively engaging: students must applying criteria to analyse the work of peers, diagnose problems and suggest solutions. Regulating activating these cognitive processes helps students learn how to planning, monitoring regulation and critical thinking and then to produce good quality work themselves.

Research by Nicol (2009) shows that composing peer feedback involves meaning making and knowledge building. In providing feedback, students connect new concepts to things that they already know. In his more recent study, Nicol (2013b) argues that in the feedback process students construct explanations for their peers (reflective knowledge building) and as a result the students' own knowledge and understanding is enhanced as a by-product of the production of these explanations. In his latest research, Nicol *et al.* (2014) concludes that, depending on the depth of the mental processing, the new conceptual knowledge will be incorporated into existing knowledge networks and will become personal capital that can be used by students and adapted and applied to

new learning contexts. The act of providing evaluative judgements as part of peer feedback is a “knowledge-building” process.

Composing peer feedback is a method for developing students’ skills in making evaluative judgements (Liu & Carless, 2006; Nicol *et al.*, 2014), and Boud and Molloy (2013) confirm this benefit in their study on models of feedback. By composing feedback for peers, students develop a capacity to make evaluative judgements about their own work and that of others.

Taken together, composing peer feedback can be beneficial for the feedback giver, but research in this field is scarce. It can help students to improve their higher-level learning skills, and it helps student to evaluate, monitor, and regulate their own learning. Students learn to reflect, become more critical, and may even improve their own production. Composing peer feedback can lead to more knowledge, and it can help students to make better evaluative judgements. Aside from the learning benefits, developing students’ capability in making evaluative judgements is the most crucial skill relating to self-regulated learning. I will look at this in detail in the following section.

Despite the existence of the concept of “evaluative judgement” in higher and professional education, a generally applicable definition has not yet been formed (Boud & Molloy, 2013; Cowan, 2010; Nicol *et al.*, 2014). Sadler (1989) describes evaluative judgement as knowledge about the criteria required to make quality judgements, developed through practicing the assessment of others, and through the process of reflecting on one’s own performance either with or without feedback from an external other. Building the capability of making evaluative judgements is about building students’ understanding of quality (Nicol *et al.*, 2014). That is to say, students reflect on their own work and indicate the areas where it needs to be improved and simultaneously set a goal to achieve it. Evaluative judgement is thus an index with which to appraise students’ understanding of criteria. Drawn from the above authors’ work, a simplified definition of evaluative judgement by Tai, Ajjawi, Boud, Dawson, and Panadero (2017) is:

*“Evaluative judgement is the capability to make decisions about the quality of work of self and others.”*

By requiring a better understanding of the standards, students are encouraged to make comparisons between observed performances, a standard performance and their own works. Through the complex process of peer assessment practice, empowered students to produce a reasoned commentary, provide suggestions to direct the quality of their peers’ work and activate self-assessment of the performance which shapes their comprehensive knowledge of criteria.

As for as the content of effective feedback, Sadler (2010) suggests it should answer four fundamental questions as follows: Firstly, to check that the response is in line with the issue indicated in the task description; Secondly, to check the quality of the work in accordance with the purpose; Thirdly, to check whether the judgment uses any criteria as back up; Finally, to provide suggestions to improve the assignment.

Emerging mostly from a social cognitive theory, self-regulated learning has become a fruitful research topic in the field of educational psychology in recent years, and is viewed as playing a key role in influencing learning and achievement, both in and beyond the school environment (Boekaerts & Cascallar, 2006; Zimmerman & Schunk, 2011). It is commonly referred to as an active, constructive process in which students intentionally set learning goals and then attempt to plan, monitor and regulate their cognitive, behavioural, motivational and emotional processes in the service of those goals in order to achieve optimal learning (Azevedo, Cromley, Moos, Greene, & Winters, 2011).

Nicol and Macfarlane-Dick (2006) proposed a model of formative assessment and feedback processes that support self-regulated learning. However, the processes they identify mainly focus on the processes of student's receiving and internalising feedback to make the work improve rather than clarifying how students regulate their learning during the process of generating feedback upon peers work.

From the above, I have identified the learning benefits of composing peer feedback. Next, I will examine the research in relation to the factors influencing student engagement with feedback.

## **2.7. Research on student engagement with feedback**

Regarding receiving feedback reviews from peers, Black *et al.* (2004) outline a number of benefits of peer assessment. They argue it is particularly valuable because students may more readily accept advice from peers than when it comes from teachers. In their study, teachers observed children apply insights to their own work that they had learned through peer assessment such as student comments like, "I didn't do that either" or, "I need to do that too" (p.15).

In a research review of the impact of peer assessment, Deakin-Crick, Sebba, Harlen, Yu, and Lawson (2005) point out that in addition to particular subject-specific goals, peer assessment has the broader aims of developing learning how to learn, motivating students to continue learning and taking responsibility for and ownership of learning. There is also a social side to peer assessment whereby the aim may be the development of skills through group interaction and nurturing abilities

in negotiation and cooperation (Deakin-Crick *et al.*, 2005). However, the potential barriers for engaging with feedback are discussed below.

### **2.7.1. Interventions related to the feedback receiver**

Unless students are motivated with willingness and equipped with the capability to engage with feedback in a proactive way, they may have difficulties to occupy a central role in the feedback process (Carless *et al.*, 2011). Researchers argue that a prerequisite for students to implement feedback effectively is for them to understand the purpose of feedback (e.g., Nelson & Schunn, 2009). However, higher education students were known as having a comparatively narrow understanding of the purpose of feedback due to merely noting that it should facilitate their improvement rather than recognising that they are responsible for making this improvement (Price *et al.*, 2011).

The effectiveness of feedback in higher education often depends on the extent to students', "commitment to the process," their, "commitment to change," or, "readiness to engage" (Barker & Pinard, 2014; Bing-You, Paterson, & Levine, 1997; Handley, Price, & Millar, 2011). Furthermore, Handley *et al.* (2011) theorised that students with higher self-efficacy (i.e., a greater belief in their ability to bring about desired outcomes) might be more willing to expend effort on engaging with feedback.

Another group of studies focused on students' academic skills. For example, implementing feedback requires self-regulation skills, thus students who have skilled self-regulation should, in principle, have the potential to better engaging with feedback (Nicol & Macfarlane-Dick, 2006). This quality of self-regulation has been linked with the level of student achievement. In focus groups with biological science undergraduates, for instance, higher-achieving students described engaging in greater self-regulatory behaviour when receiving feedback, as compared with low-achieving students (Orsmond & Merry, 2013). In particular, higher achievers reported engaging in self-assessment and in setting themselves overall targets for improvement. In contrast, lower achievers reported that they tended to simply read the feedback several times and did not engage with it for self-assessment or integrate it into plans for future work.

A study by Bounds *et al.* (2013), however, found conflicting results. In their study, medical students were prompted to generate written learning goals after receiving feedback. Analysis of these goals revealed that the high-achieving students were in fact less likely to have incorporated their feedback into their goals than were low-achieving students. Therefore, the relation between student achievement and student's engagement with feedback is not always correlation.

Although the mediators of this relation are unclear, prior experience might be one of such. For example, students may conclude from their individual experiences that implementing feedback does not pay off in terms of improving their grades (Price, Handley, Millar, & O'donovan, 2010). Handley *et al.* (2011) theorised this phenomenon as “behavioural disengagement” with subsequent feedback.

A body of evidence indicated that students in higher education may often focus heavily on the grades they receive, at the expense of their engagement with the accompanying qualitative feedback (Bailey & Garner, 2010; Hernández, 2012; Peterson & Irving, 2008). Several papers proposed the effects of an, “expectation discrepancy,” whereby students’ engagement with qualitative feedback depends on the match between their expected and actual grades. Some researchers theorised that a student’s disappointment with a grade typically leads to higher levels of engagement (Hattie & Timperley, 2007), a view supported by the undergraduate students in Poulos and Mahoney’s (2008) focus groups. Yet others have theorised that the opposite is sometimes true, namely that disappointing grades sometimes lead students to, “destroy” the feedback message in order to protect their positive self-view (MacDonald, 1991). Consequently, individual differences play a role in determining whether grade satisfaction creates engagement or disengagement with feedback information; however, the role this plays is not sufficiently specified.

### **2.7.2. Interventions related to the feedback giver**

Studies in higher education suggest that students’ perceptions of the feedback giver might shape the extent to which they are willing to engage with and act upon the feedback they receive from them. In a study involving medical students, Bing-You *et al.* (1997) discussed several dimensions of the perceived credibility of the feedback giver, including perceptions of their characteristics (level of knowledge, experience) and behaviour (attention, interpersonal skills). As exploring the issues in relation to students’ engagement with feedback, the medical residents described they would be unlikely to engage with feedback if they believed the feedback giver lacked the essential signals of credibility.

Similarly, Eva *et al.* (2012) found undergraduate and postgraduate students judged feedback as more accurate, and claimed they were more likely to uptake of it, if it originated from an apparently credible source. That is, students may need to trust the source of feedback before they prepare to act on it (Boud & Molloy, 2013; Carless, 2006).

Studies have proposed that the imbalance of power between the feedback giver and receiver might hinder students to proactively engage in the feedback process (e.g., Jonsson, 2013; Yang & Carless, 2013).

Koen, Bitzer and Beets's (2012) study with final-year undergraduates suggest that this power differential can be communicated through gestures, actions, and facial expressions, and that students' engagement with feedback can be limited when these signals convey a negative or indifferent attitudes.

In short, students' perceptions of the credibility of the feedback giver might also restrict their engagement with feedback. Therefore, building relationships of trust may promote student proactively engaging with feedback.

### **2.7.3. Interventions related to the feedback information**

Researchers maintain that increasing the quantity of feedback is the key to improve students' satisfaction with feedback; however, receiving large amounts of feedback may make students feel overwhelmed and so that students may find difficulty to uptake of it (Nicol & Macfarlane-Dick, 2006; Orsmond, Merry, & Reiling, 2005). As noted in the work of Nicol and Macfarlane-Dick (2006), the quality of feedback is one of the seven principles of good feedback practice. The quality feedback influences students' ability to self-regulate. Furthermore, they argue that the quality feedback constitutes timely information with clarifications for what good performance is and helps students self-correct and take actions to close the gap between current and desired levels of performance.

Students may not be able to engage with feedback when the feedback is unclear or insufficiently detailed (Beaumont *et al.*, 2011; Burke, 2009; Jonsson, 2013). In addition, the aspects of the work that feedback comments focus upon may affect how productively it is used. The teacher-training students who responded to Dowden, Pittaway, Yost, and McCarthy's (2013) survey pointed out that they had negative emotional responses and not uptake of the feedback that mainly focusing on surface features of the work such as spelling and grammar (see also Hattie & Timperley, 2007). Moreover, Nicol and Macfarlane-Dick (2006) suggest that feedback is more likely to be engaged with it if it not just focused on strengths and weaknesses but also provides corrective advice. In particular, students reported their preference for receiving feedback directly identifying the points to be addressed (Havnes, Smith, Dysthe, & Ludvigsen, 2012; Koen *et al.*, 2012; Robinson, Pope, & Holyoak, 2013). Nelson and Schunn (2009) conducted a study that investigated how different types of peer feedback effect history undergraduates' writing performance. By comparing the students'

first drafts of works to their second drafts, the researchers found that the feedback that was most likely to be engaged with was that which included solutions, a summary of the presentation, and the location of the problem.

Comparing to task-specific feedback which focus on identifying what has been done rather than what could or should be done in the future, future-oriented “process feedback” which focuses on feedback regarding the development of skills has make greater engagement with it (Carless, 2006; Hattie & Timperley, 2007; Norcini & Burch, 2007). The study suggests that a balance between task-specific feedback and process feedback is ideal (Parboteeah & Anwar, 2009; Sadler, 2010).

As well as the content, quality and focus of the advice given, tones of the feedback message might also influence students’ engagement with feedback. Studies provide evidence for that feedback is unlikely to be acted upon if its tone is perceived as demotivating (Hernández, 2012), unconstructive (Blair, Curtis, Goodwin, & Shields, 2013), or insensitive (Koen *et al.*, 2012). Besides, Schartel (2012) that feedback that focuses on the person rather than on the work itself can lead to a decrease in self-efficacy and this may predict the quality of students’ engagement with feedback. For this reason, the positive versus negative feedback is widely discussed in this literature. For example, university students in Eva *et al.*’s (2012) focus group reported that feedback has greater utility when positive comments received as a confidence boost (Eva *et al.*, 2012). In another focus group study with medical students, Murdoch-Eaton and Sargeant (2012) found that the junior students seemed to engage more with feedback that was positive in tone, whereas the senior students seemed less dependent on the confidence boost gained from positive feedback.

#### **2.7.4. Interventions related to the learning context**

Here the learning context means the guidance on peer feedback and the design of formative assessment. A number of studies have found that students perceive that their training in making judgments on self and other’s work and engaging with feedback is insufficient. A survey study conducted by Bevan, Badge, Cann, Willmott, and Scott (2008) regarding students’ perceptions of feedback implementation, only 42% of the biological science undergraduates agreed that they had received clear and sufficient guidance on how to understand and engage with feedback. Similarly, in Weaver’s (2006) study, half of the Business and Art & Design undergraduates reported in the feedback survey that that no guidance had been received. In Taylor and Burke da Silva’s (2014) survey study, undergraduates from different disciplines differed in the extent to which they believed their feedback was sustainable. Biology students were more likely than students in other schools to put their feedback on previously assessed work into practice since there was a greater overlap between consecutive assessments in the discipline.



In addition, the design of formative assessment may promote or inhibit proactive students' engagement with feedback (Evans, 2013; Yang & Carless, 2013). For example, the modular structure of courses brings about the challenges of providing timely and useful feedback, which can limit students' application of feedback to subsequent assessments (Jonsson, 2013; Orsmond et al., 2005; Price et al., 2011).

Furthermore, the timing of feedback is crucial in determining how and if it is acted upon. Researchers point out that when students have to wait for a long time for feedback, they typically engage with it less once it arrives (Carless *et al.*, 2011; Nicol & Macfarlane-Dick, 2006; Yang & Carless, 2013). However, when feedback is provided too soon after a student experiences a learning difficulty it may reduce the opportunities to nurture self-assessment skills, which is crucial for self-regulated learning (Sadler, 2010). Moreover, Carless *et al.* (2011) argue the significance of design of multi-stage tasks which are congruent with the important principle that assessment should stimulate the even distribution of study time over the entire period of the module, rather than being emphasised its end (Gibbs, 2006).

Therefore, the proper training in peer feedback and the design of formative assessment might closely relate to students' readiness and opportunities to engaging with feedback.

To explore the peer assessment literature relevant to the research settings in the study I will, in the next section, examine empirical studies on language learning in higher education.

## **2.8. Peer assessment research on language learning**

There is some evidence supporting the role of students as assessors: correlations with expert grading, though positive, are weak. Many studies involving peer assessment, especially those in the field of language learning, have also focused on error corrections of written work rather than suggestions on oral presentation skills. Although the literature on peer assessment in language learning suggests that students may be able to formally grade the work of other students, it largely investigates the accuracy and validity of the assessment, rather than what students could be learned from the process of making evaluative judgements about their own work and that of others. The effect of practicing making judgements about others work is less well addressed in the language learning literature.

Current literature on the topic covers plentiful research on how the form of written feedback effects writing tasks, however, studies of written peer feedback on oral presentations are much less

common. In spite of this thesis being positioned within a different context, I will take a closer look at three themes from the former research on written tasks to shed some light on the latter.

Min's (2006) study examined the impact of training in peer feedback on EFL college students' revisions, both in terms of the types of revision and their quality. After a 2-hour in-class modeling how to compose feedback and a 30-minute after-class 'feedback on peer feedback' individual tutorial with each student ( $n = 18$ ), the researcher collected students' first drafts and revisions, as well as peer feedback, and compared them with those produced prior to the training. Results showed that students incorporated a significantly higher number of peer feedback into revisions post peer feedback training. The number of peer-triggered revisions comprised 90% of the total revisions, and the number of revisions with enhanced quality was significantly higher than was the case before peer feedback training. The researcher concluded that with extensive training both inside and outside of class, training in peer feedback might positively impact EFL students' types of revision and the quality of texts.

In Lundstrom and Baker's (2009) study, the results revealed that second language students taught to give peer feedback noticed a greater improvement in their writing than students taught to use peer feedback. The study was conducted with 91 beginner and intermediate students at an English Language centre, speaking eight different native languages. This finding was interpreted as implying that when students compose peer feedback, they review it in their own zone of proximal development (ZPD); however, this may not be the case when they receive it in their ZPD.

In a recent study, Yu and Lee (2015) investigated two Chinese university students' motives for participating in-group peer feedback activities in an EFL writing classroom. Data analyses indicated varying responses to peer feedback and that not all students buy in to peer feedback. EFL students' group peer feedback activities are driven and defined by their motives, which are shaped and mediated by the sociocultural context they take place in. The findings of the study also showed that student motives could have a direct influence on students' participation in-group peer feedback activities and their subsequent revisions. The study contributed new knowledge to the field by relating students' motives to other key elements in peer feedback such as peer stances, group interaction and student revisions of L2 writing, yielding a deepened understanding of students' participation in and engagement with peer feedback in EFL writing.

In summary, as these example studies evidence, previous research has predominantly focused on the learning benefits of teacher training, composing feedback and student motivation for engagement with feedback, while paying little attention to the development of the capability for making evaluative judgements and cultural factors influencing student engagement with feedback.

Also, most of these studies have been conducted within experimental settings, rather than analysing challenges related the process of generating feedback reviews and barriers to responding to feedback, and they have often been focused on EFL writing classrooms. As a consequence, there is still a lack of empirical research investigating the learning benefits afforded when students produce feedback reviews and students' engagement with feedback, especially in relation to contexts outside the main Anglophone countries, such as Taiwan.

## **2.9. Current study and research questions**

As the literature reviewed in this chapter illustrates, there is a consensus among most researchers that training in peer assessment is a good pedagogy for developing capability in both self and peer assessment. This review also revealed that engaging in a self-assessment process, in aspects of language learning, can enable students to develop self-reflection, their evaluative judgement capacity and self-regulated learning.

In order to address the research gaps identified above, the study presented in this thesis investigates Taiwanese higher education students' experiences of and attitudes toward peer assessment, the challenges encountered in the process of generating feedback review as well as barriers to responding to feedback. The research questions guiding this thesis are as follows:

1. What are students' experiences of and attitudes toward peer assessment?
2. How do students experience the process of producing feedback for peers' work?
3. What are the factors that influence student engagement with feedback?

Having reviewed the literature of current theoretical and methodological perspectives on the study of composing peer feedback and student engagement with feedback on language learning, in the following chapter, I will focus on the methodology and the research design that has been used to explore these research questions.

## **CHAPTER 3 - Research Methodology and Design**

### **3.1. Introduction**

The literature review identified feedback and self-regulated learning as areas of significance while a close review of assessment and learning in Taiwanese higher education identified the student learning of presentation skills as still being substantially influenced by test-driven assessment methods. While the learning-oriented assessment underpinned the assessment for learning implied, this meant that the introduction of producing and receiving peer feedback to student learning challenged students' existing beliefs. To engage students in the production and reception of peer feedback, positive expectations need to be promoted so that they may fully fulfil the potential of peer feedback in their learning programme. It is therefore necessary to explore students' experiences and attitudes, understand how students involve themselves in peer assessment processes and look at the challenges that are faced when implementing peer assessment in a research context. This chapter will outline, detail and discuss the methodological approach used in the study. This chapter will therefore; discuss the epistemological basis of this study; explain the research techniques used, including the research methodology; describe the process of formatting the main study; and introduce the research instruments developed and used in the pursuit of the research goals. This chapter also presents the data collection and analysis procedures and concludes by summarising the strategies used in the research process. This study's research questions are presented in the following section.

### **3.2. Research questions**

The study was designed to discover how students respond to peer assessment practices and to investigate challenges and barriers to the implementation of peer assessment. More specifically, the following research questions framed the investigation:

1. What are students' experiences of and attitudes toward peer assessment?
2. How do students experience the process of producing feedback for peers' work?
3. What are the factors that influence student engagement with feedback?

The next section discusses the research philosophy in relation to other research philosophies.

### **3.3. Research philosophy**

The philosophical assumptions that underlie this research are important components, which have profoundly shaped the research design and influenced the practice of this research. There has been considerable interest in recent years in the role philosophical assumptions play and in research paradigms in relation to the practice of undertaking research. A research philosophy is a belief or set of beliefs about the way in which data relating to a phenomenon should be gathered and analysed. Two key paradigms have been identified, namely positivist and interpretivist. These two traditions are considered to be the most prevailing paradigms or views of the world, which shape social and educational research. At present, they are somewhat distinct but not greatly distant from one another.

#### **3.3.1. Constructivism**

A constructivist approach has the following major characteristics:

- the phenomenon under study is complex and situated in social interactions,
- based on the researcher's own historical/social perspectives and experience, the study engages with the participants in order to make sense of their situated contexts; and
- the findings and their meaning of them are always socially situated, arising from the researcher interacting with the participants and their context (Wen & Tsai, 2008).

From a constructivist point of view, truth and meaning “are created by the subject's interactions with the world.” (Creswell, 2009, pp. 8-9)

#### **3.3.2. Interpretivism**

Central to constructivism is interpretivism, which pursues, “culturally derived and historically situated interpretations of the social life-world” (Gray, 2004, p. 17). According to Bryman, “interpretivism respects the differences between people and the objects of the natural sciences and therefore requires the social scientist to grasp the subjective meaning of social action.” (Gray, 2004, p. 20) Additionally, from an interpretivist perspective, the social world can only be understood by taking into account the participants' point of view as this is part of the phenomenon that is being investigated (2008, p. 13). Rather than starting with a theory, researchers have to construct a model of the situation by interacting with the participants, relying extensively on their views of it and then inductively developing a theory or pattern of meaning (Blaikie, 2000, p. 115).

### **3.3.3. Epistemology**

Epistemology plays an important role in understanding and verifying what is constructed through research. Wellington (Creswell, 2009, p. 8) defines epistemology as, “the study of the nature and validity of human knowledge” (2000). Epistemology can be understood as a theory of knowledge; it presents a view and a justification for what can be regarded as knowledge – what can be known and what criteria such knowledge must satisfy in order to be called knowledge rather than belief (p. 196). Although both qualitative interviews and quantitative questionnaires were used to collect data for the research, I identified myself as an interpretivist researcher who works upon the assumption that there are multiple interpretations and subjective truths, which are situated within distinct contexts and the individuals. As an EFL teacher who has been influenced by previous research and practices, this must have a bearing on my beliefs and criteria of knowledge. With this in mind, this position will undoubtedly have effected the research interviews and the analysis of the questionnaires, and this will effect the scope of my findings. In the next section I will look at how constructivist and interpretivist approaches, and their shared philosophical assumptions, underpin this study’s approach and the design of the data collection methods that were used.

### **3.4. Mixed-methods research**

For the purpose of this study, a mixed methods research design was adopted. By creating a design using diverse methodologies, I am not claiming to prove the truth of a first method, by the second one nor am I claiming that agreement between the results of the two methods proves the validity of both methods. Moreover, I am not assuming that propositions and answers derived from different methods can agree or disagree with each other.

#### **3.4.1. Definition of the mixed-methods research**

According to Creswell et al, “A mixed methods study involves the collection or analysis of both quantitative and /or qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research” (2003: 212).

#### **3.4.2. Rationale for the choice of mixed-methods approach**

The choice of a mixed-method approach was influenced by several considerations:

- In this research, what may be characterised as methodological monism the insistence of using a single research method is avoided. This is not due to an inability to decide between the various merits and demerits of the various alternatives. Instead, I believe that all methods are valuable,

if used appropriately, and that research can include elements of both the quantitative and qualitative approaches, if managed carefully.

- It has often been observed that no single research methodology is intrinsically better than any other and that many authors such as Cohen (2007), call for a combination of research methods in order to improve the quality of research.
- A mixed-method approach is chosen as it is the one which may best answer the research questions considering the richness and complexity of the study. A quantitative approach is required to test the students attitudes toward peer assessment yet, on the other hand, a qualitative approach is needed to gauge students' involvement in peer assessment processes and the contextual and cultural factor that influence the implementation of peer assessment.
- A mixed-method approach has special relevance where a complex phenomenon requires elucidation such as comparing three different groups of learners.
- Uncovering the same information from more than one vantage point helps to describe how the findings occur under different circumstances and assist them to confirm the validity of the findings.
- Certain principled mixes can combine different methods in a way that their strengths are added, thereby making the sum greater than the parts. This 'additive mixing' is at the heart of mixed methods research (Dornyei, 2007).

Finally, a mixed-methods approach is considered suitable when a more holistic view of a phenomena is sought as this allows for obtaining a richer and more complete picture of, for example, how students' are involved in peer assessment processes and the contextual and cultural factor that influence the implementation of peer assessment.

As a consequence, a specific mixed-method approach, namely triangulation, was chosen to collect data, not simply because the use of this type of methodology is becoming more popular, but mainly because it is considered suitable for studies which require an understanding of not only the 'what' that is being observed but also the 'why' and the 'how' of the observed behaviour. Cohen (2007) argues that methodological triangulation refers to the use of more than one approach to investigate some aspects of human behaviour, that is to say in this case, the sequential implementation of a quantitative method followed by a qualitative method.

### **3.4.3. Limitations of a Mixed Methods Approach**

Regardless of the importance of a mixed methods approach, Creswell warns that, "conducting mixed methods research is not easy" (2007: 10) as it is both time and recourse consuming. "It complicates the procedures of research and requires clear presentation if the reader is going to be

able to sort out the different procedures” (2007: 10). Creswell further argues that researchers are, “often trained in only one form of inquiry, and mixed methods research requires that they know both forms of data” (2007: 10).

#### **3.4.4. Integrating Qualitative and Quantitative Insights**

Much of the research on peer assessment and student learning that is carried out focuses exclusively on quantitative data collection. However, qualitative techniques could be a very productive approach in this field of research, since they produce primary data that is much richer in meaning and, potentially, insight. However, where a combination of methods is applied, the rationale and practice are not always in alignment. This is either because the rationale is often not reflected in how the mixed methods strategy research is actually used or because the practice does not match the rationale given (Bryman, 2008). In spite of these concerns about the integration of different paradigms, Greene and Caracelli (1997) and Creswell (2007) support the idea of pragmatism which provides a philosophical foundation for mixed methods research. They also call for utilising different paradigms in mixed methods research as long as the researcher honours each and is explicit about when they are employed.

This research employed explanatory sequential mixed methods design, which consisted of three distinct phases. The first phase was the collection and analysis of the quantitative data, while the second was the collection and analysis of the qualitative data. Both datasets were brought together in the interpretation stage as the datasets, “need to be mixed in some way so that together they form a more complete picture of the problem than they do when standing alone” (Creswell, 2007: 7).

Qualitative is distinguished from quantitative research by the former’s concern with interpreting meaning in textual data and the spoken word, rather than the latter’s interpretation of numerical data through the use of statistical methods. The mixed method approach aims to capture the multiplicity of perspectives of social phenomena. However, it is clear that in trying to understand in any depth the ‘why’ and ‘how’, the research needs to be flexible to incorporate subjectivist points of view due to certain student responses being associated with very particular contextual and cultural factors. The necessity of subjectivity (in understanding contextual and cultural factors) is due to the recognition that there might be several different alternative perspectives of reality, all of which may be valid and should be explored. It can be argued that facilitating the exploration of different perspectives is a common objective of subjectivist research, and in particular, of social and educational research.

It is important to be aware of this subjectivity throughout the research and remain critical. Subjectivity can introduce a bias into the research, such as the tendency to focus on certain points of view more than others. One potential problem is that the values of the researcher, such as their



ideological perspective, may influence the enquiry. These prejudices may not only influence the direction in which the research leads, but also open up the possibility of errors.

The main drawbacks of subjective approaches are: firstly, it is harder to establish the validity of conclusions that identify emergent themes in the research; and secondly, the generalisation of the conclusions is more difficult to achieve. Both of these protocols of research enquiry are more commonly associated with the positivist tradition. However, in recent times there has been a move towards combining methods, including quantitative and qualitative methods, while maintaining one epistemology.

The qualitative and quantitative approaches used in this study aim at understanding how students involve themselves in the peer assessment processes. One objective of this research methodology has been to develop a model that captures the subjective views and interpretations of how contextual and cultural factors influence student responses to peer assessment. The research also investigates the frequency and type of feedback among the student participants according to the practices of quantitative studies. Thus, I believe I am epistemologically interpretivist applying both quantitative and qualitative data collection tools.

Further reflections must be made regarding how different methodological approaches can be combined, and what problems this might create on the paradigm level. Even though criticism does not take place in the area of methodologies, it is worth noting that every method necessarily imports some kind of theoretical or philosophical assumptions into the research (Lincoln & Guba, 2000). While the two approaches are often presented as if they were in binary opposition to one another, they can also be used to complement one another (Cohen, 2007). From the quantitative approach, there are student responses and involvement to peer assessment processes, while the qualitative approach analyses the reasons for those responses and their involvement.

The interpretive approach played an important role during the collecting of qualitative data, the analysing of the data, in theorising the data, and in identifying the findings of the study. As an interpretivist, I must accept responsibility for my role and acknowledge my influence on the research outcomes. Thus, the research is based on the philosophical perspective of an interpretative enquiry which allows multiple perspectives of reality, whilst it uses quantitative data collection in order to facilitate the measurement and explanation of reality.

It is worth noting that, in this study, the blending of qualitative and quantitative approaches did not occur during data generation or analysis. Rather, I blended these approaches at the level of interpretation, merging findings from each technique to derive a conclusion.

### **3.4.5. Methodological Triangulation**

Methodological triangulation refers to the combination of several research methodologies, such as the use of different data collection techniques, in one study (Cohen, 2007; 142). The qualitative methodology in this study highlights trends and causal relationships while the quantitative one provides context and meaning. Triangulation also helps to cancel out the method effect and increases confidence in the findings. In the following section I will look at how the research's approach underpins the design of the data collecting methods used.

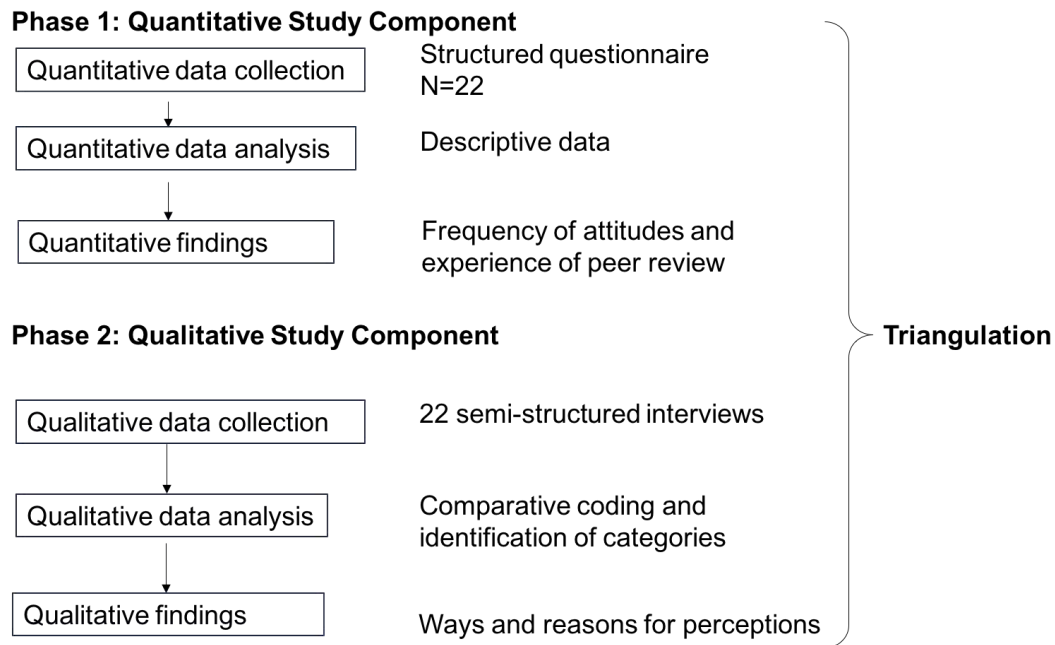
## **3.5. Research Design**

Bell advises that, “decisions have to be made about which methods are best for particular purposes and then data collecting instruments must be designed to do the job” (2005: 115). The research design was developed by consulting a range of texts on research methods, questionnaires, interview techniques and the analysis and reporting of quantitative and qualitative data. However, the research design was also influenced by literature on the philosophy of research, in particular, writing on interpretivist approaches. Overall, the aim was to implement research strategies that would address the research questions and yield findings in valid and reliable ways.

The purpose of the study is to investigate the students' experience of and attitudes toward peer assessment and the cultural and contextual factors that influence the implementation of peer assessment. As noted earlier in the chapter, the study adopted a combination of quantitative (structured questionnaire) and qualitative (semi-structured interviews) methods to identify students' experiences and attitudes, to explore how students got involved in peer assessment practice and what the barrier and challenges that occurred during implementing peer assessment practice were. The study is divided into two phases: Phase I was mainly quantitative in nature, and was designed to look at the students' experience and attitudes. Using qualitative methods, Phase II was designed to explain the critical issues identified in Phase I.

Consequently, the quantitative data was first collected and analysed; then the qualitative data was collected and analysed. The quantitative and qualitative data were then integrated in the interpretation stage. Figure 3.1 offers a summary of the research design and strategy. According to Creswell, the motive towards adopting such approach is that, “The quantitative data and their subsequent analysis provide a general understanding of the research problem. The qualitative data and their analysis refine and explain those statistical results by exploring participants' view and more depth” (2007: 87).

**Figure 3.1** Procedural diagram for research design



### 3.5.1. The process of mixed methods research

According to De Vos (2002: 85), there is no difference between qualitative and quantitative research at the beginning. Both start by selecting a research topic, deciding on an approach, problem formulation and drawing up a proposal. In the rest of the process, De Vos distinguishes between the two. The research process employed by this study was as follows:

- The selection of the research design, namely methodological triangulation.
- Deciding on methods to collect and analyse the data: structured questionnaires, and semi-structured interviews (tape recordings, transcriptions and Grounded Theory).
- The selection of the sample. The intention was to use stratified random sampling for the quantitative questionnaire and purposeful sampling for the semi-structured interviews; however, this was not possible because of data protection and confidentiality reasons. Instead, a convenience sample for the quantitative data and snowball sample for the qualitative data were used.
- The collection of the data.
- The analysis of the data.
- Writing up the study.

In the following sections, the choice of research instruments is justified and an explanation of how they operate in the research is given. In order to collect and analyse data the following were used:

- 1) A 32-item Peer Assessment Experience Questionnaire (PAEQ) (see Appendix C ).
- 2) Semi-structured interviews.

### **3.5.2. Questionnaire**

In comparison to the semi-structured interview, it was found that the questionnaire required more developmental effort. Students perceptions of peer assessment activities were assessed using a 32-item PAEQ (see Appendix C). It is a structured questionnaire that took about 15 minutes to complete. In addition, an English and Chinese bilingual questionnaire was used to prevent native Chinese student participants from misinterpreting the questionnaire items (Patri, 2002). An expert translated the English version of the questionnaire, shown in Appendix C. To validate the English version, two additional experts were invited to translate the English version back into a Chinese version again. Modifications in the English version were made until the original one and the translated one were found to be similar both in meaning and wording for each item.

The 32-item inventory is divided into the following six sections: attitudes towards peer assessment; amount and distribution of study effort; quantity and timing of feedback; quality of the feedback received from peers; quality of the feedback provided to peers; and how the feedback was received and used. The questionnaire can easily be discerned in the analysis based on its comprehensive coverage of aspects in peer assessment.

For each of the 32 items of the PAEQ, students were asked to indicate on a 5-point Likert-scale to indicate how well the statement describes them (strongly disagree; disagree; neutral; agree; strongly agree). Each response category was assigned a numeric value. The greatest negative response (strongly disagree) was scored 1 and the highest positive response (strongly agree) was scored 5.

#### **3.5.2.1. Advantages of questionnaires**

In general, questionnaires have a number of advantage. Firstly, they are effective mechanisms for the efficient collection of certain kinds of information. Secondly, questionnaires are a useful method to investigate frequency. Thirdly, they permit anonymity which arguably increases the rate of response and may increase the reliability of the responses given. Questionnaire can be distributed to large numbers of people simultaneously and thus save time and effort.

#### **3.5.2.2. Limitations of questionnaires**

As addressed in the Literature Review, while questionnaires are considered to be a common and efficient method for identifying students' perceptions of and attitudes toward peer assessment, they have their limitations (Dornyei, 2003; Cohen et al., 2007). These include: respondents may not remember in detail how they involved themselves in peer assessment activities; they may make

claims towards some statements that do not correspond to what actually happened; and they may not understand the descriptions in the questionnaire items. Moreover, participants are often uninterested in or bored with completing such a questionnaire. Furthermore, According to Brow (2001) and Dornyei (2003), if respondents merely tick answers in order to quickly complete a survey, they are not reflecting upon the questions or indicating their true preferences. In spite of that, questionnaires can provide important insights into students' experience of and attitudes toward peer assessment. For these reasons, PAEQ was supplemented by a follow-up semi-structured interview which was developed to obtain information not collected in the questionnaire and to triangulate the data as well as to help to draw out the factors that influenced the implementation of peer assessment.

### **3.5.3. Interview**

The decision to use interviews as a data gathering method is in line with Ely et al. who maintain that, "qualitative researchers want those who are studied to speak for themselves, to provide their perspectives in words and other actions" (1991: 4). In the interview, the interviewer asks questions from an interview guide sheet and records the participants' responses. The interview is also useful in providing a general overview of people's thoughts and experiences.

According to Bryman (2008), a variety of interview methods exist including structured, standardised, semi-structured, unstructured, intensive, qualitative, in-depth, focused, group and life history interviews. The rationale for adopting a semi-structured interview method in this study will be discussed in the next section 3.5.3.1. A semi-structured interview is defined as an interview method in which some questions are structured (closed) and some are open-ended. The latter ones allow respondents to reply without having to select one of several provided responses (Cohen, 2007; Wiersma, 2005).

#### **3.5.3.1. Advantages of semi-structured interviews**

Semi-structured interviews with open-ended questions have several advantages in this type of descriptive study. Open-ended questions allow the researcher to focus on a particular topic or topics while allowing for flexibility by providing opportunities for two-way communication. The semi-structured interview allows the researcher to ask more complex and involved questions, allows the interviewee to expand and elaborate upon their answers, and allows the researcher and the interviewee to ask for clarification or explanations, when they are unsure or require more detail.

#### **3.5.3.2. Limitations of interviews**

However, interviewing the participants has its limitations, including the difficulty with and the time commitment of conducting the research. Another pitfall is that oral interviews do not guarantee honest answers; participants may tend to give the responses that they think the researcher wants to

hear, or they may be intimidated by the interview process and provide more positive responses than they privately hold (Johnson, 1992; Nunan, 1992). Another drawback is that of failing to draw out a deep answer. Occasionally, the respondents will provide only a short, uninformative answer and the researcher must consider how to best elicit a more informative response without asking leading questions.

A disadvantage of the semi-structured interview is that the responses tend to produce results that are difficult to analyse. Derver (1995) and Cohen (2007) stress that the interviewer must be well-prepared before the beginning of the interview process. The interviewer should not just be familiar with the questions to be asked, but also the sequence of the questions and the method of recording the data.

Interviews, however, are useful when investigating participants' experiences in depth while questionnaires are appropriate when researchers opt for breadth or responses from a larger number of participants. Both techniques involve asking questions to collect data; using the strengths of each technique will ensure a more comprehensive set of data.

The next section will discuss the rationale for the preliminary and the pilot study how it helped to refine the research instruments.

### **3.6. The preliminary study**

In order to test the feasibility of the study and to refine and modify the research methodology, a pilot study was conducted before the actual research was initiated. The pilot study proved to be a valuable procedure as:

- The data-gathering phase of the research process actually began with pilot testing.
- It was conducted to detect weaknesses in design and instrumentation and to provide data for the selection of a probability sample.
- It was used to refine questions, instruments and procedures.

#### **3.6.1. The questionnaire of the preliminary study**

The importance of piloting a questionnaire is highlighted in the literature (Munn & Drever 2004: 33; Cohen 2007: 341). In order to test the acceptability, validity and reliability of the measures Williams (2003) stresses the significance of conducting a pilot study. Sudman and Bradburn, cited in Dornyei (2003), advise not to do the actual study if the, "resource to pilot-test the questionnaire" (1983: 283) is not available. Therefore, a pilot study which looked into the feasibility of obtaining information on Taiwanese university students' perceptions of peer assessment on their oral

presentation performance was conducted. The pilot study, in line with Dornyei (2003) and Cohen et al. (2007), also aimed to test how long it would take to complete it and to check that the items were not ambiguous and the instructions were clear.

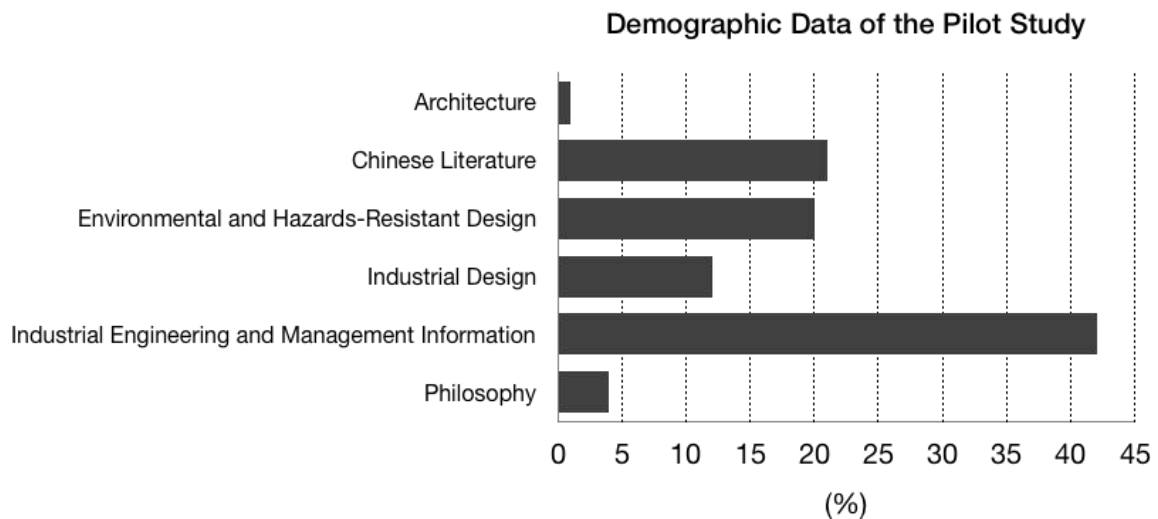
#### **3.6.1.1. Theoretical framework for the preliminary study**

Dornyei states, “successful item designers rely heavily on their own verbal creativity ... qualitative, exploratory data gathered from informants [and] borrowing questions from established questionnaires with acknowledgement” (2003: 52). Thus, the Peer Assessment for Oral Presentation Questionnaire (See Appendix B) was based on an investigation of students’ perceptions towards peer assessment activities that aimed to enhance oral presentation skills. To develop the questionnaire, several peer assessment instruments were taken into account as well as studying existing questionnaires on oral presentation skills and previous studies by other researchers (Cohen, Manion, & Morrison, 2007, p. 7; Chen and Warren 2005; Falchikov 1995; Wen and Tsai 2006). On the basis of these, a 10-item, 4-point Likert-scale questionnaire (from 4 “strongly agree” to 1 “strongly disagree”) was designed and employed to examine the students’ perceived benefits and weaknesses relating to peer assessment for oral presentation. Although a bilingual questionnaire was used, this instrument was specially created for native Chinese students.

#### **3.6.1.2. Participants and data collections in the preliminary study**

A pilot study that incorporating peer assessment in foreign language learning was conducted with 116 students at Huaan University in Northern Taiwan at the end of March 2010. The participants were university students taking degrees in a range of different subjects and within different departments. These students were obliged to undertake a compulsory English language module as a part of their degree. All of them were full-time students. Most of them had passed the basic level of GEPT roughly the CEFR-A2 Level (see Appendix A). They were considered pre-intermediate learners. This total of 116 students (41 females and 75 males) comprised 35% females and 65% males from 7 majors including 1 from the Department of Architecture, 24 from the Department of Chinese Literature, 23 from the Department of Environmental and Hazards-Resistant Design, 14 from the Department of Industrial Design, 49 from the Department of Industrial Engineering and Management Information and 5 from the Department of Philosophy. Figure 3.2 illustrates the respondents’ demographic information.

**Figure 3.2** Demographic data of the pilot study



### 3.6.1.3. Distribution of questionnaires in the preliminary study

When determining the size of the sample of the pilot study, the literature confirmed that the sample should be overestimated (Cohen 2007, Wiersma 2005). 120 questionnaires were sent out by email in April 2010 by the researcher in order to obtain the 100 responses. The sample group was contacted by email by the researcher who explained the purpose of the study. The sample group was asked if they were willing to participate in the study and to receive the questionnaire. 120 responses were received within two weeks of distribution but four questionnaires were not included because the respondents did not complete the background information section. The response rate for Peer assessment for Oral Presentation Questionnaire is presented in Table 3.1 below:

**Table 3.1** Responses rate for the pilot study

Questionnaire sent	Questionnaire returned	Percentage of returns
120	116	97%

### 3.6.2. Conducting interview in the preliminary study

Since interviews are considered to be an important data collection instrument, they were conducted in order to supplement the data collected by the questionnaire. The pilot interviews were a small-scale study carried out before the main study for the purpose of testing the questions and responses, as well as to train me as an interviewer. Thus, any problems arising could be identified before conducting the actual study. It is also helpful to improve clarity by removing ambiguous questions.

To add depth and validity to the quantitative research data, a semi-structured interview strategy was adopted to ask the participants about their perceptions of peer assessment for oral presentation. The



questions were laid out in a set order but there was an opportunity to invite the participants to elaborate on their answers.

The ability to gain valid answers to questions requires the interviewees to be aware of the purpose of the investigation and that the subject matter is of relevance to the interviewees. As a result, an introduction to the questionnaire was written, in which the aim of the interview was explained and assurances of confidentiality were given. The time required to complete the interview was also determined. All of the pilot study interviews took place after class in the instructor's office at Huafan University, which could be considered a natural and relaxed environment for the interviewees. Moreover, the interviewees were all undergraduate students who were required to take English courses that necessitate regularly giving presentation in English as a foreign language, so the subject matter was of significance to them.

#### **3.6.2.1. Participants in interviews of the preliminary study**

Simple random sampling method was chosen, the participants were chosen in order to provide the researcher with cross-references for the questionnaire data. Random means that each member of the population is equally likely to be chosen to be a part of the sample. In order to obtain a sample that is reflective on the group being studied (Seidman, 1998), twelve participants were chosen. Permission to conduct and record the interviews with the respondents was obtained. Although it was a small-scale study, as it was the pilot, still it could generate interesting insights for the research.

#### **3.6.2.2. Interview guide of the preliminary study**

For semi-structured interviews, the term interview guide instead of interview schedule is preferred. This in line with Welman (2001: 161) who describes an interview guide as, "a list of topics and aspects of these topics that have a bearing on the give them and that the interviewer should raise during the course of the interview". Although the participants were all asked the same questions the formulation of the questions was adapted depending on the situation of peer assessment for group oral presentation. For example, questions were asked about how you give feedback to peers' and how your group members use peer feedback to revise their oral presentation.

The interview questions consisted of both closed and open-ended questions. The open-ended questions were important to allow students to express their views and experiences as freely as possible on the issues of students' positive and negative responses towards peer assessment. Probing questions were also introduced to draw more information from the respondents, especially when it was felt that further explanation was necessary. The interview questions were thus pre-tested on twelve undergraduate students. According to Fraenkel and Wallen (1993: 352), pre-testing a guide can reveal ambiguous, poorly worded questions and unclear choices. Minor changes were

made to the questions using the suggestions made by the respondents involved in the pre-test. The questions were divided into four broad categories: general attitudes to peer assessment; how to use peer feedback; how to provide peer feedback and views on the design of peer assessment activities (see Appendix D for a full version of the Interview Guide).

#### I. General attitudes to peer assessment

In this section, the students were asked for their experiences of engaging in peer assessment activities. They were also invited to talk about what and how they learned from peer assessment.

#### II. How to use peer feedback to enhance your work

In this section of the interview, participants were asked questions about the quality of the feedback they received from peers and how they use the feedback to revise on their work.

#### III. How to produce peer feedback

In this section participants were asked questions to rate the quality of the feedback they provided to peers.

#### III. Views on the design of peer assessment

In this section participants were asked questions about the concerns and issues relating to the design of peer assessment.

### **3.6.2.3. Conducting interviews of the preliminary study**

When conducting the interviews, the advice in the literature is to be non-directive i.e., not to lead the respondent (Cohen, 2007: 363). Before the interviewee arrived, I prepared myself by reviewing the purpose of the interview, and by practising the introduction and the questions. I also arranged the room and checked the two tape recorders and the copy of the interview guide. To establish a rapport, I tried to speak as clearly as I could and maintain eye contact to show interest (Cohen, 2007: 362)

The interviews for the study were taped using a voice-recorder so that any information not noted during the interview could be captured and analysed. The use of two voice-recorders guaranteed saving the data in case of a technical fault. The use of the interview guide guaranteed that all relevant topics were covered and, as the interviews progressed and more issues arose, relevant questions were inserted into the flow of the interview.

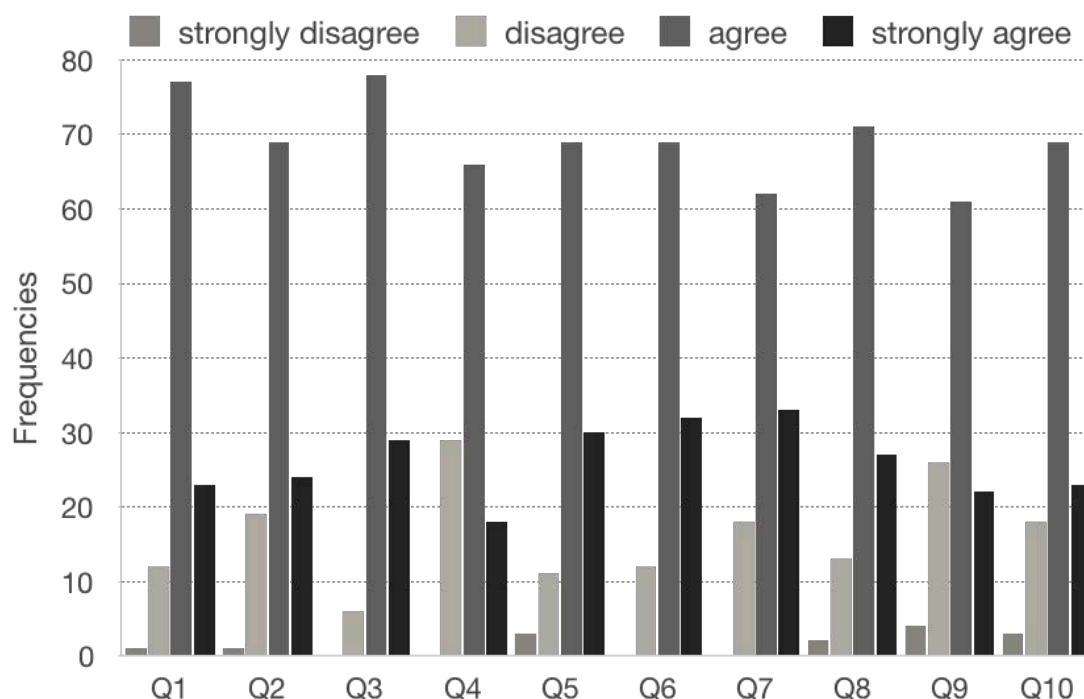
The main purpose of the one-on-one, semi-structured interviews was to find answers to the main research questions of this study: What are students' experiences and attitudes towards peer assessment, how do students involve themselves in the peer assessment processes and what are the cultural and contextual factors that influence the implementation of peer assessment?

### **3.6.3. Analysis of the preliminary study**

The quantitative data obtained from the pilot study was analysed using descriptive statistical procedures to ascertain students' perceptions toward peer assessment for oral presentation. Descriptive statistics (frequencies) were used to compile information about students' perceptions toward peer assessment for oral presentation. Figure 3.3 presents the student responses. As shown in Figure 3.3, students quite agreed that their pronunciation, intonation and fluency had made progress after doing peer assessment activities. As for question 4, students disagreed or felt the same after the pilot study. This indicated that students did not find any improvement in grammar or enlargement in their vocabulary after peer assessment activities. In question 5, after the pilot study, most students quite agreed that they could learn from peers. Therefore, students found that they could learn from other classmates through peer assessment activities. In question 6, most students reported that peer assessment could make them aware of their strengths and weaknesses in speaking based on the results of the Peer assessment for Oral Presentation Questionnaire. Students reported that they understood their merits and demerits through peer assessment, something that was also born out in questions 7 and 8. After the study, students agreed that peer assessment helped them acquire conversing skills and cultivated their ability in critical thinking. In question 9, a great many students were more interested in speaking English after the pilot study. In question 10, it is apparent that the majority of the students agreed that they became more confident in speaking English after the peer assessment activities.

In summary, most of the students felt that as a result of being assessed by their peers, their language abilities and speaking skills progressed. They reported that they learned from one another so that they could modify their weaknesses and develop their strengths in speaking. In addition, they acknowledged that peer assessment had developed their intellectual abilities. However, in terms of improving their grammar or vocabulary, they remained unsure in their opinions.

**Figure 3.3** Students' perceptions of peer assessment for oral presentation



The analysis of the qualitative data revealed that students' comments on peer assessment were generally positive and quite consistent with the quantitative results of the questionnaires. A few differences that were highlighted in the quantitative data were confirmed by the qualitative data. As the aim of the qualitative interview was to dig more deeply into how and why certain positive or negative opinions had arisen, the analysis of the interviews revealed that participants had different interpretations of the criteria as well as have difficulty in giving feedback.

#### **3.6.4. Reflectioning on the questionnaire in the preliminary study**

In order to test the acceptability of the questionnaire, the participants were asked to write down their comments about the questionnaire on a separate sheet. They were asked how they found answering the questionnaire and how long it took them to complete it. This information was then included in the cover letter that accompanied the questionnaire in the actual study (see Appendix C).

As discussed in the previous chapter, as a result of the dominance of an examination-oriented education system, students are not familiar with the idea of peer assessment within the context of research. The 4-point Likert scale was adopted in order to evaluate feasibility in an attempt to predict the performance of the main study. However, for the purpose of providing participants with a neutral option, rather than pushing them to answer either agree or disagree, in the main study a 5-point Likert scale was adopted. From these responses, the researcher could better understand how students position themselves in relation to other students.

The pilot study highlighted problems with the distribution and the wording of the questionnaire (Q1, Q2, Q3 and Q4). As a number of respondents were unsure how to distinguish between a general benefit and specific benefit, I decide to reformulate these questions. The questionnaire was checked by some colleagues and they were concerned with the coverage of student reflection and learning through peer assessment. Therefore, Q5, Q6, Q9 and Q10 were expanded to cover how students give and receive feedback and the quantity and quality of giving and receiving feedback.

### **3.6.5. Reflecting on the interview in the preliminary study**

I encountered a few problems related to the interviews, namely:

- The interview was conducted by the instructor, my ex-colleague. There were some ambiguous statements or unfinished thoughts that need to be followed up.
- Interviewees were constrained for time, usually due to some unforeseen interruption.
- The research setting for pilot study, Huaan University, is located in a remote mountainous area of suburban Taipei. The notoriously inconvenient transport links to this location affected the progress of our research and brought about significant research expenses. Therefore, instead of choosing a far away destination, the National Taiwan University of Science and Technology (NTUST), a prestigious university in central Taipei, was selected as the research setting for the main study.

I sought to overcome these challenges through a combination of experience, reflection, reference to relevant literature and by asking the participants to speak as clearly as they were able. In addition, as an insider being both a PhD student and a foreign language learner myself, I did not have any concerns that the participants in the study might have given me the answers they believed an outsider researcher would want to hear or that they would hold information back.

## **3.7. The main study**

As stated in Chapter One the study took place in Northern Taiwan with the aim of exploring university students' experience and attitudes, how they involved themselves in the peer assessment processes and the challenges for the implementation of peer assessment in this research context.

### **3.7.1. The population and sample of quantitative data used in the main study**

The population is an entire set or universe of people, objects or events of concern to a research study, from which a sample is drawn (Cohen, 2007; Dornyei, 2003). The population of this study was, "simple random sampling each member of the population under the study has an equal chance of being selected and each selection is entirely independent of the next (Cohen, 2007: 110).

A sample is a part of the target population, carefully selected to represent the population. The intention in the quantitative research phase was to give every person within the target population a known non-zero chance of selection, as I intended to use probability sampling. However, due to the data protection issues, it proved impossible to access the list of students' names in the universities. As an alternative, students enrolled in a compulsory English language course were invited to act as volunteer by participating in the study; however, only those who signed the consent form were eligible to be considered as the participants in the study. According to Cohen, "volunteers may be well intentioned, but they do not necessarily represent the wider population" (2007: 116). Nevertheless, the use of university students in many research contexts remains typical: researchers sample simply by asking for volunteers.

### **3.7.2. The population and sample size of interview**

The sample group selected in the quantitative research phase was invited for follow up interviews, and the ones who signed the consent form were eligible to be considered as the participants in the study. 22 students were interviewed using the semi-structured interview guide. As addressed in the previous section, the problem with this type of sampling is that it is not representative of the whole study population.

Regarding the discussion in section 3.6.2.2, the interviews were semi-structured, with a pre-prepared list of questions (see Appendix D), but with flexibility to allow respondents to elaborate the issues in their own way. The interview required a significant amount of preparation. Various authors point out it is only possible to conduct fruitful interviews with participants if the interviewer has substantial knowledge of their world (Barbour, 2005; Derver, 1995). This is where my previous experience as a teacher, and current activity as a PhD student involved in peer assessment, and a researcher who had reviewed a significant body of literature became important.

Interviewing is a skill that can be developed and improved. The transcription of the twelve pilot study interviews provided an opportunity to start to analyse the common and conflicting perspectives, and it offered a chance for critical reflection on my interview technique.

### **3.7.3. Data analysis**

Two different approaches were used to analyse data collected from both questionnaires and interviews. The advantages and weaknesses of each method are assessed in the light of the needs of the research.

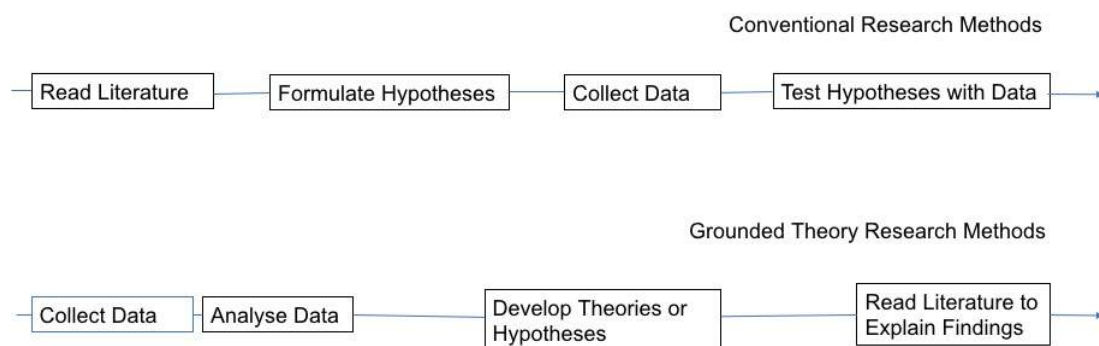
### 3.7.3.1. Analysis of the questionnaires

The quantitative data was analysed with the help of the professional software programme, Statistical Package for the Social Sciences (SPSS). Along with other references, such as textbooks, an expert in statistics was consulted to make sure that the data were accurately entered and precise tests were used. Descriptive statistics (frequencies and percentage) were used to compile information about the demographic trends of the respondents and to calculate overall perceptions toward peer assessment. Principal-components analysis and factors analysis were performed to discern the underlying factors of the perceptions toward peer assessment. In order to determine any variation in perceptions toward peer assessment, an ANOVA was undertaken.

### 3.7.3.2. Analysis of interviews

The quantitative data was analysed with the help of the professional software programme, Statistical Package for the Social Sciences (SPSS). Along with other references, such as textbooks, an expert in statistics was consulted to make sure that the data were accurately entered and precise tests were used. Descriptive statistics (frequencies and percentage) were used to compile information about the demographic trends of the respondents and to calculate overall perceptions toward peer assessment. Principal-components analysis and factors analysis were performed to discern the underlying factors of the perceptions toward peer assessment. In order to determine any variation in perceptions toward peer assessment, an ANOVA was undertaken. Grounded theory is an iterative process as researchers' constant comparison of data until the data is saturated and then try to build up a theory.

**Figure 3.4** Comparison of conventional research methods to grounded theory



According to Neuman, data analysis involves, “examining, sorting, categorizing, evaluating, comparing, synthesising and contemplating coded data as well as reviewing the raw and recorded data” (1997: 427). The process used to analyse the qualitative data can be described in the following steps:

- Data collection.
- Managing and organising data into categories with regards to patterns.
- Reading and summarising data.
- Describing and classifying data and providing an interpretation.
- Reading and relating it to literature.
- Presenting data in the form of a research report.

#### **3.7.3.2.1 Rationale for adopting grounded theory**

Grounded theory is used because it enables an understanding of an area that requires no performed concepts of knowledge or reality. Accordingly, I was working bottom up, starting with the data to see what was there, and to then gradually develop concepts. I have assumptions and general views of the peer assessment literature, I do not hold these in relation to this specific population in this context and that is how it becomes a grounded study. In addition, my epistemology as an interpretivist, accepts that knowledge is not fixed, but is always emerging and transforming, being interpreted by both observer and participant. From this point of view, grounded theory provides a method which enables meaning and understanding to be derived from the data.

#### **3.7.3.2.2 Taping and transcribing the interview**

All the interviews were voice-recorded with the permission of the interviewees. The decision to record the interviews was taken because:

- It is important for the researcher to focus on the interview rather than making full written notes.
- Using the option of making notes from memory after the interviews would risk losing material, as well as preclude the use of direct quotations.

The interviews were transcribed by the researcher, which while being time consuming, was done for several reasons. First, the process of transcription was another chance to build familiarity with the data; aspects of the interviews were remembered, and differences in meaning or expression missed during the interview were highlighted. Second, transcribing the interviews also helped to sharpen any awareness of issues for future interviews. Third, the process of transcription was a useful part of the analysis by condensing material, summarising less relevant passages, and noting direct quotations that provided special insights and useful summaries of common opinions.



#### **3.7.4. Questionnaires: length, ethics and organisation**

One of the main reasons for upholding confidentiality in the questionnaire was an ethical one; thus, the questionnaire was anonymous. The questionnaires were entered and coded in a way which would make it impossible for anyone to identify the respondents' identity.

Despite containing 32 items, every attempt was made to make the questionnaire easy to complete. First, the questions that were similar were clustered in order to make the respondents more comfortable when completing the questionnaire. Second, the same response formats (five-Likert scale) was used throughout the questionnaire. Third, the content of the questionnaire was considered to be of interest to the respondents as they were university students to whom English oral presentation skills should be an important subject matter. Finally, the time required to complete the questionnaire was tested in the pilot study and according to the respondents' comments, the average time needed to answer the questionnaire was 15 minutes.

#### **3.7.5. Interview: length, ethics and organisation**

The need to be realistic about how much time an interviewee could offer, especially in the case of full-time undergraduate students, was taken into account. Thus, based on the pilot study, interviews were set for a maximum of 30 minutes but, if there was anything the interviewees wanted to add, more time could be added. A few days before each interview, a confirmation email including the interview arrangements, brief outline of the topic and what would be done with the information was sent to the interviewee. Moreover, commitments on confidentiality and anonymity were given to the interviewees in writing before the interview and in person at the beginning of the interview (See Appendix D).

#### **3.7.6. Validity and reliability of the questionnaire**

In order to test the validity and reliability of the questionnaire, a formal pilot study was conducted. The data collection process and covering letters to the participants were also piloted. Participants in the pilot study were full-time university students in Northern Taiwan taking degrees in a range of different subjects and within different departments. These students were obliged to undertake a compulsory English language module as a part of their degree. The participants in the pilot study were similar to the population to be examined in the main study.

##### **3.7.6.1. The validity of the questionnaire**

In relation to construct validity, the construction of the PAEQ was comparable to other questionnaires concerned with similar issues (Cohen et al., 2007). The construction of the questionnaire was informed by the literature on peer assessment. The questionnaire in this study is

based on Nicol et al. (2014) and Gibbs and Simpson's (2003) Assessment Experience Questionnaire which emphasises the idea of peer assessment experience comprising of four main components: quantity of effort; quantity and quality of feedback; use of feedback; and clear goals and standards. This is reflected in the division of the questionnaire into six parts: attitudes of peer assessment; amount and distribution of study effort; quantity and timing of feedback; quality of the feedback received from peers; quality of the feedback provided to peers; and how to respond to feedback.

The questionnaire was tested for response and face validity by interviewing the respondents informally after they had completed the questionnaire in order to ascertain if the responses they had given in the questionnaire agreed with their real opinions. The questions in the interview were worded differently from those in the questionnaire in order to test the face validity, as well as the reliability of the questions.

### **3.7.6.2. Research reliability**

Reliability is defined as an assessment of the reproducibility and consistency of an instrument. Two aspects of the questionnaire were examined to test its reliability. In order to assess test-retest reliability, three participants were asked to complete the questionnaire on a second occasion two weeks after the initial session. The two sets of questionnaires were then compared statistically for categorical data. The internal consistency of the questionnaire was determined by asking some questions in different ways within the questionnaire. Furthermore, questions in the interview were asked that were similar to those in the questionnaire as a further test of reliability.

### **3.7.7. Validity and reliability of the interview**

According to Cohen, qualitative validity has recently taken many forms which, "might be addressed through the honesty, depth, richness and scope of data achieved, the participants approached, the extent of triangulation" (2007: 133). Moreover, Bryman argues that, "since measurement is not a major preoccupation among qualitative researchers, the issue of validity would seem to have little bearing on such studies" (2008: 376).

The validity and reliability of the second phase of the research was addressed by transferability in which to the researcher provided a rich account of the participants' perceptions of and attitudes toward peer assessment. Second, I tried to reflect on all the phases of the research process, such as participant selection, fieldwork notes, interview transcripts and data analysis decisions in an explicit manner so that other researchers may benefit from my experience. Finally, I did my utmost to represent the different viewpoints of the participants.

### 3.8. Chapter summary

This chapter provided an outline of the research methodology, philosophy, and strategies used in the study. It also described how the data collected was summarised, presented and analysed. Although interpretivist, I adopt a mixture of quantitative and qualitative approaches.

**Table 3.2** Summary of the research methods adopted in the study

Approach	Method	Data Type	Sample
Interpretive (emergent findings)	Structured Questionnaire	Quantitative	Volunteer sampling 22 participants
	Semi-structured Interview	Qualitative	Volunteer sampling 22 participants

The principles of conducting fieldwork and the techniques of data analysis were guided by this methodology.

The contribution this methodology made, as well as the limitations of the research, will be discussed in the final chapter of this thesis. The next two chapters will move onto the research findings of the study, based on the analysis of the collected data.

## **CHAPTER 4 - Quantitative Data Analysis**

### **4.1. Introduction**

To address the first research question of this thesis, this chapter aims to examine the students' experiences of and attitudes toward peer assessment. It will do this by providing descriptive data: a profile of the students and their attitudes to peer assessment. In PAEQ, the demographic characteristics regarding gender, the subject of study, previous experience of peer assessment, whether it would be worthwhile for students to allocate a mark on the work of peers for each piece of work and willingness to participate in a peer assessment exercise in the future, provide a descriptive profile of the respondents. This chapter will offer a summary of the statistical data relevant to these five characteristics (see details in Table 4.1).

#### **4.1.1. Gender distribution**

A total of 22 students took part in the survey. Of these participants, 17 (77.3%) were male, and five (22.7%) female (see Table 4.1). However, this contributes to the features of the selected university in the study (see details in section 3.7.1), and there are significantly more male students than female students.

#### **4.1.2. Distribution by subject area**

As shown in Table 4.1, the largest groups of respondents were students of Business, Computing or Engineering, and each of these groups made up six (27.3%) of the sample size respectively. They were followed by Design students who accounted for four respondents making up a further 18.2%.

#### **4.1.3. Distribution of previous experience of peer assessment**

The third part of Table 4.1 presents the distribution of previous experience of peer assessment. For the majority of the students (90.9%), they had not participated in such peer assessment activities before.

#### **4.1.4. Distribution of whether it would be worthwhile to allocate a mark for the work of peers**

To engage students in making use of formative feedback to improve their work rather than simply receiving grades without clues that could help enhance their performance, students were asked to provide feedback comments only, instead of marking the work of their peers. In the survey, students were asked whether it would be worthwhile for students to give a grade for their peer's work as part

of the peer assessment process. As shown in Table 4.1, the answers divided these into several groups: six (27.3%) responding “yes,” 14 (63.6%) responding “no” and two (9.1%) responding “don’t know” (see Table 4.1). In other words, after experiencing peer assessment activities, nearly two-thirds of the participants were unfavourable to the idea of marking.

#### 4.1.5. Distribution of willingness to participate in a peer assessment exercise in the future

With regard to attitudes, the main finding from the survey was that students were generally positive about their experiences of engaging in peer assessment. Even though the majority of them (90.9%) had not participated in such activities before, most reported that they would choose (86.4%) to take part in a peer assessment exercise in the future (see Table 4.1).

**Table 4.1** Distribution of demographic variables and students’ attitudes to peer assessment

Variable	Item	Frequency	Percentage(%)
Gender	Male	17	77.3
	Female	5	22.7
Subject Area	Business	6	27.3
	Computing	6	27.3
	Design	4	18.2
	Engineering	6	27.3
Any previous peer assessment experience	Yes	2	9.1
	No	20	90.9
Whether worthwhile to allocate a mark for peers work	Yes	6	27.3
	No	14	63.6
	Don’t know	2	9.1
Willing to participate in a peer assessment exercise in the future	Yes	19	86.4
	No	2	9.1
	Don’t know	1	4.5

In summary, these results indicate that, although peer assessment was both a new form of assessment and a new pedagogy experience for the participants who were used to studying in summative assessment settings, they still expressed their willingness to engage in a peer assessment practice in the future. However, these findings suggest that instructors should carefully deliberate whether to involve marking as a component of the peer assessment process.

## **4.2. Descriptive data: students' perceptions of peer assessment**

The data in Section 4.2 shows the profile of the respondents and their attitudes toward peer assessment. Table 4.2 compares the summarised statistics for an average and standard deviation of students' response to their experience of peer assessment by 28 items in the survey. As noted in Section 3.5.2, the 28 items in the survey are classified into six sections: amount and distribution of study effort, goals and standards of peer assessment, quantity and timing of feedback, quality of received feedback, quality of giving feedback and response to feedback. As shown in Table 4.2, each section has two to eleven items that attempt to establish the experience of peer assessment of the university students in Taiwan.

Participants were asked to tick the appropriate response on each item on a 5-point Likert scale, where a rating of 1 means strongly disagree, a rating of 3 means neutral, and a rating of 5 means strongly agree.

Possible levels of agreement were strongly agree (SA), agree (A), neutral (N), disagree (D), or strongly disagree (SD). See PAEQ in Appendix C for more details.

The construct validity for each of the sections was measured using Cronbach's Alpha. According to Bryman, "Cronbach's Alpha is a commonly used test of internal reliability. It essentially calculates the average of all possible split-half reliability coefficients" (2008: 151).

**Table 4.2** Overall average and standard deviation of the sections and items of the questionnaire

Section	Item	Mean	Standard deviation
Amount and distribution of study effort	The way the assessment worked you had to put the hours in regularly every week.	4.000	0.617
	On this course, it was necessary to work consistently hard to meet the assessment requirements.	3.727	0.767
	<i>Total mean of amount and distribution of study effort</i>	<i>3.864</i>	<i>0.640</i>
Goals and standards of peer assessment	The assessment goals, criteria and standard setting had been clear in introductory sessions.	3.682	0.894
	The peer assessment process and timescale were given and explain during the introductory sessions.	4.091	0.868
	The peer assessment platform, Facebook, was given and explained with practices and tutorials during the introductory sessions.	4.227	0.813
	<i>Total mean of goals and standards of peer assessment</i>	<i>4.000</i>	<i>0.770</i>
Quantity and timing of feedback	On this course, I got plenty of feedback on how I was doing.	4.000	0.690
	Feedback on my work had been timely.	3.773	0.869
	<i>Total mean of quantity and timing of feedback</i>	<i>3.886</i>	<i>0.576</i>
Quality of received feedback	The feedback mainly told me how well I was doing in relation to others.	3.318	0.894
	The feedback helped me to understand things better.	2.909	0.684
	The feedback showed me how to do better next time.	2.818	0.733
	I understand the feedback on my work.	2.864	1.037
	I could see from the feedback what I need to do to improve.	3.364	0.902
	<i>Total mean of quality of received feedback</i>	<i>3.055</i>	<i>0.401</i>
Quality of giving feedback	My feedback acknowledged peers' strengths.	3.409	0.734
	My feedback explained the basis of peers' strengths.	1.818	0.958
	My feedback acknowledged peers' weakness.	2.909	0.750
	My feedback offered corrective advice.	3.818	0.958
	My feedback explained the reason for the corrections.	2.773	1.110
	My feedback offered encouragement.	4.000	0.617
	My feedback encouraged further learning through reflective dialogue.	1.955	0.653
	My feedback encouraged further learning through references to resource materials.	2.409	0.854
	My feedback avoided personal judgments/used of negative words and/or phrases.	3.818	0.733
	My feedback fed forward to peers' subsequent work/ assessment tasks.	3.955	0.722
	My feedback related to the assessment criteria.	2.727	1.077
	<i>Total mean of quality of giving feedback</i>	<i>3.054</i>	<i>0.322</i>
Response to feedback	I paid careful attention to feedback on my work and tried to understand what it was saying.	2.864	1.082
	I used the feedback to go back over what I had done in my work.	3.182	0.958
	The feedback helped me with any subsequent assignments.	2.546	0.858
	I used the feedback for revising.	2.727	0.767
	I read the feedback.	3.455	1.101
	<i>Total mean of response to feedback</i>	<i>2.955</i>	<i>0.512</i>

From the data in Table 4.2, it is apparent that the total mean for each section fell between 2.955 to 4.000. The results reveal that the informants in the study had high levels of agreement on PAEQ especially the sections of goals and standards of peer assessment, quantity and timing of feedback and amount and distribution of study effort, which have the three highest total means. Thus, the findings suggest that after experiencing peer assessment, students acknowledged sufficient time and effort is needed to complete the assessment task. Students agreed that through the introduction and explanation in the introductory sessions, they understood the standards of assessed work and had a picture of the procedure of the peer assessment and the technical method of submitting and generating comments. Moreover, students confirmed that the use of technology enabled them to receive plentiful and immediate feedback.

Nevertheless, when we look at the 28 items individually, the two lowest means fall within the section of quality of giving feedback consequentially, namely the items, “my feedback explained

the basis of peers' strengths" and, "my feedback encouraged further learning through reflective dialogue." The findings indicate that students were not satisfied with their feedback to peers. These barriers echo the issue of students' self-efficacy and their capability of providing evaluative judgements, already highlighted in the Literature Review chapter. In student interviews, participants further provided explanations of doubts regarding their ability to critique one another's work in a useful way. I will discuss this issue in detail in the Discussion chapter.

As can be seen from the table above, the standard deviation varied from 0.617 to 1.110. To compare how spread out the responses are to each item, we will further look at the number and percentage distributions of students' response in the following sections.

#### 4.2.1. Students' perceptions of amount and distribution of study effort

Table 4.3 presents the results of students' perceptions of time demands and distribution of study effort. The findings indicate that 81.8% of participants ( $M=4.000$ ,  $SD=0.617$ ) strongly agreed or agreed that they have to spend several hours weekly on the assessment tasks. Similarly, 63.6% of the participants ( $M=3.727$ ,  $SD=0.767$ ) claimed that they need to work consistently hard to meet the assessment requirements, but particular noteworthy is that 31.8% of them took a neutral stance. In other words, the assessed task certainly required much time and effort and very few students felt that they could succeed without effort. Despite this, whether the time and effort were sufficient is open to discussion.

**Table 4.3** Students' perceptions of amount and distribution of study effort

Item	M	Std dev	SD	D	N	A	SA
The way the assessment worked you had to put the hours in regularly every week.	4.000	0.617	0	0	4 (18.2%)	14 (63.6%)	4 (18.2%)
On this course, it was necessary to work consistently hard to meet the assessment requirements.	3.727	0.767	0	1 (4.5%)	7 (31.8%)	11 (50%)	3 (13.6%)

#### 4.2.2. Students' perceptions of goals and standards of peer assessment

The introductory sessions aimed to impart skills and an understanding of how peer assessment processes were going to be carried out. Three items were used to derive responses relating to the familiarisation stage and its usefulness in engaging the students in the peer assessment process. The results in Table 4.4 indicate that 18.2% and 40.9% of the participants strongly agreed and agreed, respectively, that the explanations of goals, criteria and standards during the introductory sessions were clear. However, 31.8% of the students took a neutral stance ( $M=3.682$ ,  $SD=0.894$ ). In addition, over three quarters (77.3%) of the participants strongly agreed or agreed that the peer assessment process and its timescale were given and explained during the introductory sessions ( $M=4.091$ ,



SD=0.868). Similarly, the majority of the students (81.8%) strongly agreed or agreed that the peer assessment platform, Facebook, was given and explained with the practices and tutorials during the introductory sessions. (M=4.227, SD=0.813). These results imply that the introductory sessions had clear structured activities that were discussed and carried out before the peer assessment task began. It can also be deduced that during the introductory sessions, participants understood the peer assessment process and acquired the skills necessary to do it. This result may be explained by the fact that the peer assessment process was a new experience to the participants thus requiring their attention.

**Table 4.4** Students' perceptions of goals and standards of peer assessment

Item	M	Std dev	SD	D	N	A	SA
The assessment goals, criteria and standards setting had been clear in introductory sessions.	3.682	0.894	0	2 (9.1%)	7 (31.8%)	9 (40.9%)	4 (18.2%)
The peer assessment process and timescale were given and explained during the introductory sessions.	4.091	0.868	0	1 (4.5%)	4 (18.2%)	9 (40.9%)	8 (36.4%)
The peer assessment platform, Facebook, was given and explained with practices and tutorials during the introductory sessions.	4.227	0.813	0	1 (4.5%)	3 (13.6%)	9 (40.9%)	9 (40.9%)

#### 4.2.3. Students' perceptions of quantity and timing of peer feedback

The results obtained from the analysis on the quantity and timing of feedback can be compared in Table 4.5 below. Four-fifths (77.3%) of the students claimed that they got plenty of feedback on how they were doing (M=4.000, SD=0.690). and none of the students disagreed with the statement. However, only close to three-fifths (59.1%) of the students thought feedback on their work had been timely (M=3.773, SD=0.869). The satisfaction drops slightly with the speed in which work is returned. Where there appears to be less satisfaction, numbers of students who neither agree nor disagree with the statement are quite large (36.4%). There are possible indications that, in certain areas, students perceived the feedback is sufficient to support their learning. However, few of the students were concerned that the feedback they received was too late for it to be useful. The timing of feedback may affect how recipients respond to peer feedback, which needs addressing.

**Table 4.5** Students' perceptions of quantity and timing of peer feedback

Item	M	Std dev	SD	D	N	A	SA
On this course I got plenty of feedback on how I was doing.	4.000	0.690	0	0	5 (22.7%)	12 (54.5%)	5 (22.7%)
Feedback on my work had been timely.	3.773	0.869	0	1 (4.5%)	8 (36.4%)	8 (36.4%)	5 (22.7%)

#### 4.2.4. Students' perceptions of quality of received feedback

As shown in Table 4.6, "I could see from the feedback what I need to do to improve" was by far seen as the highest level of agreement with half of the students saying they agreed or strongly agreed ( $M=3.318$ ,  $SD=0.894$ ). These results are likely to be related to the students perceiving that feedback indicated the gap that needed to be bridged in order to improve subsequent pieces of work. The next highest level of agreement (40.9%) was, "feedback told me how well I was doing in relation to others" ( $M=3.318$ ,  $SD=0.894$ ). We can interpret this as meaning the feedback received was more likely to be helpful in telling students how they compared with other students and this implies more summative than formative feedback.

However, close to two-fifths (40.9%) of the students indicated a lack of understanding of the feedback on their work. Apart from this, there were large numbers who were "undecided," who neither agreed nor disagreed the statement ( $M=2.864$ ,  $SD=1.037$ ). If we interpret this as, "sometimes I did and sometimes I did not understand some of the feedback," this would suggest that a good deal of the feedback was unclear and there was a large proportion of students who did not understand some of the feedback they received. The findings suggest that there is a need to make the feedback more understandable, particularly as a formative tool.

Moreover, there was a high rate of uncertainty in, "feedback helped me to understand things better" (54.5%) and, "feedback showed me how to do better next time" (59.1%). The findings suggest that students perceived that the feedback was not seen as an aid to understanding the course objective of appropriately delivering an English presentation and the feedback did not clearly indicate how to make improvements in subsequent pieces of work.

Interestingly, students' highest satisfaction with, "I could see from the feedback what I need to do to improve," contrasts with the lowest satisfaction, "feedback showed me how to do better next time." In part, the difference might be attributed to vagueness or lack of detail in the feedback message, and I will discuss this further in a later chapter.

**Table 4.6** Students' perceptions of quality of received feedback

Item	M	Std dev	SD	D	N	A	SA
The feedback mainly told me how well I was doing in relation to others.	3.318	0.894	0	4 (18.2%)	9 (40.9%)	7 (31.8%)	2 (9.1%)
The feedback helped me to understand things better.	2.909	0.684	0	6 (27.3%)	12 (54.5%)	4 (18.2%)	0
The feedback showed me how to do better next time.	2.818	0.733	1 (4.5%)	5 (22.7%)	13 (59.1%)	3 (13.6%)	0
I understand the feedback on my work.	2.864	1.037	1 (4.5%)	8 (36.4%)	8 (36.4%)	3 (13.6%)	2 (9.1%)
I could see from the feedback what I need to do to improve.	3.364	0.902	1 (4.5%)	2 (9.1%)	8 (36.4%)	10 (45.5%)	1 (4.5%)

#### 4.2.5. Students' perceptions of quality of giving feedback

In this section, students self-rated how effective their giving feedback was to peers by answering the following eleven questions. A breakdown of the results is shown in Table 4.7. When asking about the quality of giving feedback, “feedback offered encouragement” and, “feed-forward to subsequent work” both see the highest agreement rate with 81.8% of the students indicating their satisfaction ( $M=4.000$ ,  $SD= 0.617$  and  $M=3.955$ ,  $SD=0.722$  respectively). The next highest agreement rate was, “feedback offered corrective advice” and, “feedback avoided personal judgments/use of negative words and/or phrases” with 63.6%. In addition, 45.4% of the participants thought their feedback acknowledged their peers' strengths ( $M=3.409$ ,  $SD= 0.734$ ). However, the lowest agreement rate was, “feedback explained the basis of peer's strengths” (9.1%) and, “feedback encouraged further learning through references to resource materials.” It is particular noteworthy that none of the students agreed or strongly agreed with, “feedback encourages further learning through references to resource materials” and particular noteworthy is that none of students agreed or strongly agreed with “feedback encourage further learning through reflective dialogue”. Moreover, there was little variation between the, “feedback acknowledged peers' weakness,” “feedback explained the reason for the correction” and, “feedback related to the assessment of criteria” ( $M=2.909$ ,  $SD=0.750$ ;  $M=2.773$ ,  $SD=1.110$  and  $M=2.727$ ,  $SD=1.077$  respectively).

Based on the data, we can conclude that students were not satisfied with their feedback to their peers. That is, the students did not think that they provided effective feedback to their peers, especially with regards to explanations of peers' strengths and engaging with each other in reflective dialogue. Much of these survey findings identify the issues of the students' capacity and self-efficacy in generating feedback, and feedback literacy. This can also be seen in the participants' responses in interviews in the following chapter.

**Table 4.7** Students' perceptions of quality of giving feedback

Item	M	Std dev	SD	D	N	A	SA
My feedback acknowledged peers' strengths.	3.409	0.734	0	2 (9.1%)	10 (45.5%)	9 (40.9%)	1 (4.5%)
My feedback explained the basis of peers' strengths.	1.818	0.958	10 (45.5%)	8 (36.4%)	2 (9.1%)	2 (9.1%)	0
My feedback acknowledged peers' weakness.	2.909	0.750	0	7 (31.8%)	10 (45.5%)	5 (22.7%)	0
My feedback offered corrective advice.	3.818	0.958	0	2 (9.1%)	6 (27.3%)	8 (36.4%)	6 (27.3%)
My feedback explained the reason for the corrections.	2.773	1.110	2 (9.1%)	8 (36.4%)	7 (31.8%)	3 (13.6%)	2 (9.1%)
My feedback offered encouragement.	4.000	0.617	0	0	4 (18.2%)	14 (63.6%)	4 (18.2%)
My feedback encouraged further learning through reflective dialogue.	1.955	0.653	5 (22.7%)	13 (59.1%)	4 (18.2%)	0	0
My feedback encouraged further learning through references to resource materials.	2.409	0.854	2 (9.1%)	12 (54.5%)	5 (22.7%)	3 (13.6%)	0
My feedback avoided personal judgments/used of negative words and/or phrases.	3.818	0.733	0	0	8 (36.4%)	10 (45.5%)	4 (18.2%)
My feedback fed forward to peers' subsequent work/ assessment tasks.	3.955	0.722	0	1 (4.5%)	3 (13.6%)	14 (63.6%)	4 (18.2%)
My feedback related to the assessment criteria.	2.727	1.077	2 (9.1%)	9 (40.9%)	5 (22.7%)	5 (22.7%)	1 (4.5%)

#### 4.2.6. Students' perceptions of response to feedback

Table 4.8 provides the summary statistics of students' perceptions of what they do with the feedback. Responses were clear in showing that close to three-fifths (59.1%) of students did read through the feedback (M=3.455, SD=1.101). However, when it comes to attending to and making sense of the feedback, over one-third (36.4%) of students expressed dissatisfaction here and more than 40% of the students remained uncertain about the statement (M=2.864, SD=1.082). 40.9% of the students claimed to use the feedback to go back over what they had done in the assignment, and again, a high proportion of the students (36.4%) were undecided (M=3.182, SD=0.958). Similarly, when the students were asked if they used the feedback for revision purposes, only a 13.6% level of satisfaction was achieved, and it is particular noteworthy that half of students took a neutral stance (M=2.727, SD=0.767). Moreover, half of the students considered the feedback helped them with the subsequent piece of work. Nevertheless, around two-fifths (40.9%) of the students neither agreed nor disagreed (M=2.546, SD=0.858). It may be that sometimes the feedback does help, and sometimes it doesn't.

In summary, a high rate indicated that students read through the feedback and used the feedback to revisit their work and tackle subsequent assignments. However, a low rate reported that read the feedback had impact on making sense of the feedback and revising the work. Interestingly, high proportions of students expressed uncertainty in making sense of the feedback, using the feedback for revision purpose and were uncertain whether the feedback helped with subsequent assignments. The inference here is that whether students attend to the feedback and act on feedback to improve

their work or their learning depends on the how recipients decode the feedback message, internalise it and translate it into action. Furthermore, there is a need for the teacher to design a proper training session to enhance students' feedback literacy, to strengthen students' ability to understand the language of feedback against the criteria of success and make them more willing to modify their work in relation to the feedback they received.

**Table 4.8** Students' perceptions of response to feedback

Item	M	Std dev	SD	D	N	A	SA
I read the feedback.	3.455	1.101	1 (4.5%)	4 (18.2%)	4 (18.2%)	10 (45.5%)	3 (13.6%)
I paid careful attention to feedback on my work and tried to understand what it was saying.	2.864	1.082	2 (9.1%)	6 (27.3%)	9 (40.9%)	3 (13.6%)	2 (9.1%)
I used the feedback to go back over what I had done in my work.	3.182	0.958	1 (4.5%)	4 (18.2%)	8 (36.4%)	8 (36.4%)	1 (4.5%)
I used the feedback for revising.	2.727	0.767	1 (4.5%)	7 (31.8%)	11 (50%)	3 (13.6%)	0
The feedback helped me with subsequent assignments.	2.546	0.858	0	2 (9.1%)	9 (40.9%)	8 (36.4%)	3 (13.6%)

To conclude, as the detailed results of each session presenting above suggest, the participants held positive attitudes toward peer assessment. Specifically, students acknowledged the necessity of investing time and effort in order to go through the peer assessment exercise. What is more, students comprehended the rules of peer assessment practice during the introductory and training sessions, and they appreciated the timely and plentiful feedback received from peers on their work through the peer assessment processes. However, when we looked at the quality of giving and receiving feedback as the crucial elements in the reciprocal process of peer assessment, the satisfaction rates were both low. Students lack the confidence to generate constructive comments on their peer's work and their feedback was mainly focused on praising, acknowledging weaknesses and offering encouragement but lacked further explanations for peers to understand and act on the feedback to improve their subsequent works. From the results we may infer that the development of students' feedback literacy can augment their engagement during the peer assessment processes, their capacity to make evaluative judgments and their ability to handle and seek feedback that they may act upon to improve their learning.

#### **4.3. Comparison of whether it is worthwhile to allocating a mark for peers works**

One of the purposes of this study was to examine the factors that influence students' engagement with feedback. When we look at the demographic variables relating to, "whether it is worthwhile to

allocate a mark on peers' work," we can see this is related to the research question. And since this demographic variable represents three groups, one-way ANOVA is used. When the single factor variance reaches a significant level ( $p < .1$ ), LSD post-test will be applied to further exam. (See Section 3.7.3.1)

#### **4.3.1. Whether it is worthwhile to allocate a mark for peers work independent sample t-test**

This study was conducted using single factor variants to investigate the effects of six different evaluators on the need for allocation a mark for peers work. They were: amount and distribution of study effort, goals and standards of peer assessment, quantity and timing of feedback, quality of received feedback, quality of giving feedback, and response to feedback (see Table 4.3 below).

The results show that whether it is worthwhile to allocate a mark for peers' work reached significant ( $p < .1$ ) in the constructs of, "quality of giving feedback" and, "response to feedback." The LSD post-test indicated two interesting findings. First, for the participant responses to, "whether it is worthwhile to allocate a mark for peers' work," show that the ones who answered "Yes" have significantly higher scores than those who answered "No" on the average from quality of giving feedback. On the other hand, the participant responses to, "whether it is worthwhile to allocate a mark for peer's work," show that the ones who answered "No" have significantly higher scores than those who answered "Yes" or "Don't know" on the average from response to feedback. In addition, whether it is worthwhile to allocate a mark for peers' work does not have a significant effect on the four constructs: the amount and distribution of study effort, goals and standards of peer assessment, quantity and timing of feedback, and quality of received feedback. That is, whether it is worthwhile to allocate a mark for peers' work has a significant effect on the constructs of quality of giving feedback and the response to feedback. In other words, the population background variable will affect a part of the peer assessment of the views and attitudes.

**Table 4.9** Analysis of variance of whether worthwhile to allocate a mark for peers work

Construct	Whether worthwhile to allocate a mark for peers work	Average	SD	F-value	p-value	LSD
Amount and distribution of study effort	Yes	3.917	0.585	1.262	.306	
	No	3.750	0.643			
	Don't know	4.500	0.707			
Goals and standards of peer assessment	Yes	4.111	0.807	.825	.453	
	No	4.048	0.597			
	Don't know	3.333	1.886			
Quantity and timing of feedback	Yes	3.500	0.707	2.045	.157	
	No	4.036	0.458			
	Don't know	4.000	0.707			
Quality of received feedback	Yes	3.100	0.533	.430	.657	
	No	3.071	0.338			
	Don't know	2.800	0.566			
Quality of giving feedback	Yes	3.318	0.393	3.582	.048**	Yes> No
	No	2.942	0.249			
	Don't know	3.046	0.064			
Response to feedback	Yes	2.767	0.234	4.784	.021**	No> Yes , Don't know
	No	3.143	0.505			
	Don't know	2.200	0.283			

\* $p < .05$ , \*\* $p < .01$

#### 4.4. Chapter summary

This quantitative data is used to illustrate findings and then adds to the qualitative data from the main study. From this we may take away an overview of students' perceptions and we may design some interview questions to investigate students' attitudes and perceptions of peer assessment. Students responded that to get through the peer assessment exercise, they needed to devote their time and distribute study effort to fulfil the requirements. Furthermore, the students became familiar with the goals and standards of peer assessment and they appreciated the quantity and timing of feedback. However, students' claimed that both the feedback they received from peers and the feedback they generated for their peers were unsatisfying. Additionally, in relation to students' responses to feedback, it's clear that students are reluctant to engage with feedback from their peers.

Overall these findings are helpful in continuing to understand what student expectations on peer review are a university experience. Majority of students are satisfied with their experiences of engaging in peer assessment and would like to participate in a peer assessment exercise in the future. However, some students' responses have shown a disconnection between what students are looking for, and what is provided by peer feedback by engaging in the peer assessment process. Students are still requesting more discussion based feedback from academics and their peers, and want feedback to be more accessible online.

Moreover, students respond they need to consistently devote their time and distribute study effort to get through the peer assessment exercise and to fulfill the assessment requirements. Furthermore, students agree that they get familiar with the goals, criteria and standards of peer assessment. And students appreciate the quantity and timing of received feedback. However, students claim that the feedback they received from peers is unsatisfying and the feedback they generate to peers is vice versa. Besides, regarding students' response to feedback, it's obvious that students are reluctant to engage with peer feedback.

In summary, these findings point out that for the majority of students in this research, who are in summative assessment dominated settings, peer assessment provides an opportunity for them in the scope of learning through formative feedback. Though this assessment method is new to the students, they still express willingness to involve the assessment practice in the future. However, these findings suggest that the teacher should deliberate carefully whether to involve marking as a component of the peer review process.

With this general understanding of students' perceptions of the practice of peer assessment in mind, I struggled with the reasons for their being unsatisfied with the quality of giving and receiving feedback and why students were reluctant to engage with feedback and then to improve their performance.

To answer the research question two and three, a detailed explanation of how students experience constructing peer feedback and the factors for students not engaging with feedback to improve their performance is required.

The results obtained from the qualitative data-semi-structured interviews will be reported in the next chapter in order to triangulate the quantitative findings, as well as to provide a logical synthesis between the quantitative and the qualitative data within the context of the research questions.



## **CHAPTER 5 - Qualitative Data Analysis**

### **5.1. Introduction**

After looking at students' experiences of and attitudes towards peer assessment in Chapter 4, describing the actual experiences of the participants in their own words is the next logical step (Ponterotto, 2002). Therefore, the focus of this chapter is on how do students experience the process of producing feedback of peers work and the factors influencing students' engagement with feedback.

First, this chapter begins by summarising six aspects of student's experience and attitudes to peer assessment including: the profile of the students, students' perceptions of peer assessment, amount and distribution of study effort, goals and standards of task and feedback, quantity and timing of feedback, rating of giving and receiving feedback and response to feedback. Then, student perceptions of factors that facilitate or inhibit implementation of peer assessment are discussed: self-efficacy, students' beliefs of learning and personal characteristics. In discussing the factors and the impact, I extract participant's response to facilitate explanation of the student factors affecting implementing of peer assessment.

### **5.2. Data analysis**

As discussed in methodology chapter, in using the grounded theory approach it is assumed that the theory is buried in the data awaiting to be discovered; coding makes some of the theory's components visible and memo adds the relationships which links the categories to each other.

Therefore, in the study I used the techniques and procedures of grounded theory, an approach originally developed by the two sociologists, Barney Glaser and Anselm Strauss (2011, p. 204) in order to generate a new analytical framework in the area of language learning.

#### **5.2.1. Rationale for adopting grounded theory approach**

Among various qualitative research approaches, grounded theory approach was often selected and used for studying individual perceptions because it was used as systematic set of procedures to develop an inductively derived "grounded theory" about a phenomenon, involves careful attention to context and data collection in naturalistic settings, and requires close contact with participants over a period of time and examination of participants' perceptions of the phenomena under

investigation (Strauss & Corbin, 1998). Since this study was concerned with how students develop capacities for evaluative judgment through peer assessment practices and the barriers to students' engagement with feedback, grounded theory was determined to be an appropriate approach to investigate in the context.

As Strauss and Corbin state, "a researcher does not begin a project with a preconceived theory in mind. Rather, the researcher begins with an *area of study* and allows the theory to emerge from the data" (Strauss & Corbin, 1998). This focus upon the progressive elaboration of an appropriate theoretical framework is in contrast to, which relies on prior theoretical frameworks (Strauss & Corbin, 1998, p. 12). Theory evolves during actual research, and it does this through continuous interplay between data collection and analysis (Charmaz, 2006) and through a constant comparative process of taking information from the data collection and relating it to the emerging categories (Denzin & Lincoln, 2000).

### **5.2.2. Induction**

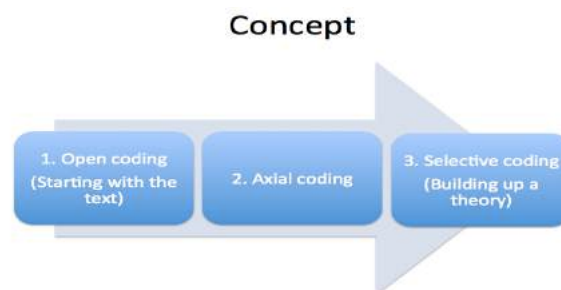
Perhaps the most central and distinguishing feature of the grounded theory approach is the centrality of inductive reasoning. Glaser recommended that researchers use their theoretical sensitivity (knowledge, understanding and skill) to generate concepts from data and relate them according to theoretical models in general and sociological theory in particular (Strauss & Corbin, 1998). This constant comparative method was central to the grounded theory approach, which comprised of four stages, comparing incidents applicable to each category generated, integrating categories and their properties, delimiting the theory and writing the theory. In this way, memo making led directly to alternative sampling categories, which necessitated collecting more data for the purpose of developing the emergent theory.

### **5.2.3. Coding procedures**

In a grounded theory analysis, the process of generating theory from data consists of a set of rigorous analytic stages: open coding, axial coding, and selective coding (see Figure 5-1). During the study's open coding stage, selected transcriptions of oral presentations, interviews and online written feedback were examined, coded, and sorted into categories. The next stage, axial coding, sought to refine the list by deleting or merging some categories, and went on to make connections between the categories and defining properties. These subcategories, or axial categories, were linked to a range of variables that included student participant opinion, behaviour in the raw data. From the results of the first set of interviews, core categories began to emerge which highlighted areas such as what strategies adult EFL learners adopted to improve their subsequent oral tasks,

how and why they acted upon the peer feedback they received and in what way was that relevant to their giving “of” peer feedback. Hence, from the axial coding results, propositions or hypotheses were generated. The third stage, selective coding, comprised of the process of “selecting” a core category, systematically relating it to the other categories and validating those relationships. After these three coding stages were completed, the categories were integrated whereby they were organised around a central explanatory concept that could represent the main theme of the study. For the integration process, I used diagrams (appendix) as an interpretation aid, because they enabled me to gain distance from the data and work further with concepts rather than with the details of the data. The final coding stage was the theoretical coding. Charmaz states, “Categories are saturated when gathering fresh data no longer sparks new theoretical insights, nor reveals new properties of your theoretical categories” (Strauss & Corbin, 1998). At a certain stage of gathering data, a point was reached where no new categories were produced by additional data collection; that was the point of saturation.

**Figure 5.1** Grounded theory analysis process



The method of grounded theory was used for data analysis, which builds up to in the construction of a theory that is closely based on, or grounded in, the actual lived experiences of the participants in the study.

Each interview transcript was initially examined for specific “incidents”, which were then translated or “coded” by the researcher into “concepts,” a process referred to as “open coding.” A list of concepts was generated; all participants’ data had been coded, consisted of approximately 3000 separate, distinguishable concepts. (Some examples included: lack of self-confidence, does not have the sense of contribution to provide feedback to peers and help others, and does not have sense of responsibility to respond to the feedback). These concepts were compared against one another for similarities, and then were abstracted and grouped into “categories”, and resulted in 123 separate categories from the data. (Some examples include: self-efficacy, not using native language, learning strategy, and training). From the category list, the researcher used “axial coding” to determine

relationships among categories generated in open coding and group them into higher order “key categories,” resulting in 15 distinguishable key categories (with some categories subsumed under more than one key category; some examples included; feedback respond behaviours, feedback preferences, lack of ability to give feedback, and not enthusiastic and perfunctory).

During the next step, “selective coding,” the researcher determined whether key categories were considered “saturated,” that is, that continued reading of the data failed to provide new information and that the category was well represented among participants (Strauss & Corbin). When saturation was achieved, the key category was accepted as critical to the emerging theory; this process also revealed where reorganization of key categories was necessary to make sense of existing data.

### 5.3. Background information

The following table shows the name, gender, and the department of studies and school of year of each participant. Table 5.1 below presents the 22 interviewers’ detailed background information.

**Table 5.1** Background information of the participants

Participant	Gender	Department of Studies	Year of study
Hsin-Jun Tsai	M	Department of Electronic and Computer Engineering	4
Jen-Wei Wang	M	Department of Electrical Engineering	4
Ming-Chung Wu	M	Department of Electrical Engineering	3
Yi-Neng Wang	M	Department of Electronic and Computer Engineering	3
Chih-Lung Chien	M	Department of Materials Science and Engineering	3
Po-Hsun Wu	M	Department of Materials Science and Engineering	3
Yun-Chih Lin	M	Department of Materials Science and Engineering	3
Ching-Hsiang Chang	M	Department of Design	4
En-Chi Chih	M	Department of Civil and Construction Engineering	4
Miao-Hui Ho	F	Department of Business Administration	4
Ming-Cheng Wang	M	Department of Electrical Engineering	3
Li-Yu Lu	F	Department of Business Administration	4
Miao-Hui Chen	F	Department of Business Administration	4
Pei-Hsuan Chen	F	Department of Business Administration	4
Wan-Chuan Lin	F	Department of Business Administration	4
Chun-Hsiang Chuang	M	Department of Computer Science and Information Engineering	4
Chun-Yi Lee	M	Department of Mechanical Engineering	4
Sun-Lin Tsai	M	Department of Business Administration	4
Chai-Ching Kao	M	Department of Materials Science and Engineering	3
Po-Yu Chen	M	Department of Design	4
Yi-Wen Wang	M	Department of Architecture	4
Yun-Cheng Hsiao	M	Department of Electronic and Computer Engineering	3

### 5.4. Presentation of the main findings

In previous chapter, the quantitative data of students’ experiences of and attitudes toward peer assessment in general was illustrated and presented. The purpose of qualitative data in this chapter

is to unveil how and why the students use particular strategies to composing feedback to peer's work and how students respond to their received feedback. For clear data display, tables were built to summarise the information of codings in details. The first column listed the major themes and the sub-categories themes of the codings. The second column provided the explanations for all the codings. The third column noted the identifying number of the participant and the excerpts from the quoted interviews. The final column indicated the frequency including the number of sources and the number Participants are identified by department of studies, unique identifying number, and gender, e.g., C:01:M. Supplementary explanation, "B" stands for Business department; "C" stands for Computing department, "D" stands for Design department; and "E" stands for Engineering department.

#### **5.4.1. Students' prior learning experiences of peer assessment**

When discussing students' previous learning experiences of peer assessment, only two of the twenty-two participants reported that they had taken part in similar activities through receiving grades or verbal feedback from peers. The two respondents explained how they perceived these two forms of peer assessment. As shown in Table 5.2, regarding grades awarded by peers for their work, one informant considered the objectivity of personal standards, while the other concerned the benefit of the work improvement. On the other hand, the form of verbal peer feedback was indicated to be timely and formative than peer grading; however, it also revealed the revisiting issue need to be addressed.

To sum up, none of the participants had ever done giving and receiving written peer feedback before. The results suggest that the grades from peers are unhelpful due to the subjectivity and useless for improving the work. Besides, verbal peer feedback has the potential problem of revisiting.

**Table 5.2** Types and issues of prior experience of peer assessment

Major Theme	Sub-category Theme (shorter description)	Explanation (longer description)	Participant and representative supporting quote		Frequency	
			Participant*	Representative supporting quote	Number of source	Number of references
Peer grading	Not objective	Grading base on individual standards	C:06:M	"I concern with the purpose of peer grading it's not objective. Peers provided their mark based on their own standards. And we are not as professional as the teacher."	1	1
	Not useful	No clues about how to improve the work	D:03:M	"In fact, I didn't benefit from the grades. To move onto the revision step, I would like to get some suggestions regarding pointing out the missing parts of which to make my work comprehensible and complete."		
Verbal peer feedback	Can't revisit later	Not easy to restore the comments and have difficulties revisit later	D:03:M	"I found talking to my peers face to face by getting verbal feedback is much more timely and helpful than getting their grading only. The process of communicating and having the dialogue with peers as audience enabled my understanding of the feedback and then I can use that feedback to reflect on my work and think about how to act on in my revision. However, it's not easy to record and store verbal feedback. It's a pity that having oral feedback without record and restore it will miss the chance of revisiting the feedback for future."	1	1

#### 5.4.2. Concerns about grading peer's work

Table 5.3 provides the results obtained from the analysis of whether it is worthwhile for students to give a grade for peer's work as part of the peer assessment process. In the interview, 14 participants argued that friendship and the lack of expertise could influence the reliability of the grades in assessing each other, while five participants who valued the allocation of marks explained that grades would represent they earn for all the study efforts on their work.

In brief, participants have concerns about allocating marks on peer's work. However, these findings suggest that the teacher should deliberate carefully whether to involve marking as a component of the peer assessment process.

**Table 5.3** Concerns about grading peer's work

Major Theme	Sub-category Theme (shorter description)	Explanation (longer description)	Participant and representative supporting quote		Frequency	
			Participant*	Representative supporting quote	Number of source	Number of references
Value the allocation of marks	Earn for the study efforts	Grades represent what students earn for their efforts on the work	B:01:F	"Allocating marks to peer's work would represent what they earn for all the effort on their work."	5	5
Does not value the allocation of marks	Friendship	Friendship may cause the fairness issue of peer grading	E:05:M	"I am not comfortable to grade my friends."	6	6
	Lack of expertise	Students lack of expertise to grade peer's work	C:06:M	"Each peer has his or her own standards. And I think peers do not have enough expertise and professional capability as the teacher to provide comments on our work."	8	8

### **5.4.3. Time demands and distribution of study effort**

When looking at the rationale for requiring amount and distribution of study effort to conduct peer assessment, there were two main reasons listed as follows: assessment design strategy and reciprocal role in the feedback process (see Table 5.4).

18 participants stated that the assessment design strategy involves feedback on the first-stage and second-stage and intend to enable students to improve the quality of draft and resubmit the work at the third-stage. 15 participants reported that compared with other courses which assessment is a one-off event; the peer assessment exercise needs to take more time and distribute efforts to give and receive peer feedback thus to complete the multi-stage assignment. Through the peer assessment process, students share the ownership of their learning, and they have the opportunity to planning, monitoring and evaluating their work.

Altogether, students reported that the multi-stage assessment task design strategy and the reciprocal role in generating and using feedback require students to take a great deal of time and effort to carry out the peer assessment exercise.

**Table 5.4** Rationale for requiring amount and distribution of study effort

Major Themes	Sub-categories Theme (shorter description)	Explanation (longer description)	Participant and representative supporting quote		Frequency	
			Participant	Representative supporting quote	Numbers of students	Numbers of data
Assessment design strategy	Multi-stage task	There is an opportunity to make use of feedback and to redraft for final assessment	C:05:M	"I am surprised to learn through the multi-stage assessment. My peers provide me with the amount of feedback, and if I have questions, I can discuss with them. The most important thing is I have the chance to revise my work."	18	18
Reciprocal role in the feedback process	Being as feedback giver	Composing feedback of peer's work	E:04:M	"This is the first time I have the chance to comment on peer's work. Through the process of composing feedback of peer's work, I have the inner dialogue with my work and think about which aspects can be improved to meet the assessment criteria."	15	15
	Being as feedback receiver	Engaging with feedback to improve the quality of work	B:03:F	"I like the way to interact with peers especially the way of getting formative feedback, and we can have a dialogue rather than receiving a score or grade as a full stop."	13	13

#### 5.4.4. Being as the role of feedback giver

In the following sections, to understand how students carry out review the work of peers and generating feedback to help peers improve their work, the participants answered in the following four aspects including the strategies used to carry out the peer assessment, learning benefits from producing feedback on the work of peers, challenges of constructing feedback reviews for peers and the elements of the composing feedback message.

##### 5.4.4.1. Strategies used to carry out the peer assessment

The results, as shown in Table 5.5, indicate that participants used two main strategies, namely, comparing and analysing to carry out the peer assessment. As in the interview responses, 13 participants reported that they used their own work as the benchmark for the reviewing activity while 12 participants pointed out they compare the peer's work against the criteria. For the other method of analysing, 14 participants expressed that they use the three review questions (i.e., "Where the peer is going?", "Where the peer is right now?", and "How to get there?") provided by the teacher as a framework to formulate their feedback commentary. Therefore, participants used comparing and analysing these two strategies to construct feedback reviews for their peers.



**Table 5.5** Strategies used to carry out the peer assessment

Major Theme	Sub-category Theme (shorter description)	Explanation (longer description)	Participant and representative supporting quote Participant* Representative supporting quote	Frequency Number of source	Number of references
Comparing	Against with self work	Using their own work as the benchmark for the reviewing activity	C:03:M "I compared the reviews against to my own work, and I was thinking of if its was better or worse and what I can do to revise my work better."	13	13
	Against with criteria	Comparison of the peers' work against the criteria	B:04:F "I compared the work of peers to the criteria, and meanwhile I am comparing it to my own work."	12	12
Analysing	Analysing peers' assignment in the context of the review questions	Using the review questions as a framework for analysing the peer's assignment and formulate commentary	E:06:M "I used the series of review questions provided by the teacher as a guideline to analysing peer's work or as a starting point to formulate my commentary."	14	14

#### 5.4.4.2. Nature of the composing feedback message

As shown in Table 5.6, the participants reported varied categories of their composing feedback message (see Appendix E for the feedback document). The six critical aspects of students forming feedback can be listed as follows: giving praise, recognising progress, acknowledging addressed issues, clarification requests, making judgements, indicating issues not yet been addressed. The category of *Making judgements* is divided into four sub-categories. These are: referring to the criteria, providing explanations, giving corrective feedback and giving suggestive feedback. Each category of feedback has a different purpose, and both the feedback giver and feedback receiver need to be clear on the purpose of feedback and apply it to address the issues in the subsequent piece of work.

*Giving praise* (N=22) is the most dominant used composing feedback message followed by *recognising progress* (N=20), *referring to the criteria* (N=20) and *indicating issues not yet been addressed* (N=20). *Giving suggestive feedback* (N=18) was the third most used composing feedback message. The feedback above is the three main types of composing feedback. However, the most striking difference is that all other kinds of feedback were much less used sequentially *giving corrective feedback* (N=8), *clarification requests* (N=7), *acknowledging addressed issues* (N=6) and *proving explanations* (N=4).

In summary, a possible explanation for this pattern is perhaps that the participants were capable of identifying strengths, acknowledging progress, evaluating peer's work against the assessment criteria and providing suggestions to help peers take future actions to improve the work. Despite that, the participants may find difficulties to generate dialogic feedback to questioning peers to rethink about their work, pointing out what was done to address the issues in the revision and expressing appreciation the feedback is being used and giving explanations for reasoning the strengths and weakness of the work. Moreover, the participants addressed aiming at error detection

and correction for the reason of not familiar with the contents of peer's work. Nevertheless, it is interesting to note that praise is thought to be motivating and encouraging peers, but if used indiscriminately it can appear insincere. Furthermore, praise is only useful if it provides detail on what has been done well and is perhaps best used sparingly.

**Table 5.6** Nature of composing feedback message

Major Themes	Sub-categories Theme (shorter description)	Explanation (longer description)	Participant and representative supporting quote		Frequency	
			Participant	Representative supporting quote	Numbers of students	Numbers of data
Giving praise	Giving praise	Identifying strengths and expressing favorable judgments	B:03:F	"You did well on the introduction like a guide in the museum. Your facial expression matched with the presentation content especially when you talk about the earthquake news in Japan. I believe you must practice and rehearsal many times before the presentation video recording."	22	22
Recognising progress	Recognising progress	Acknowledging progress to inform peers about their learning	D:03:M	"This version of the presentation is obviously better than the draft."	20	20
Acknowledging addressed issues	Acknowledging addressed issues	Pointing out what was done to address the issues in revision and expressing appreciation the feedback is being used	D:01:M	"In my last feedback, I suggested you wear sportswear and make you feel comfortable and be sure to protect yourself. I have noticed you have used that feedback in the version. I am happy to know that my suggestion is helpful to you."	6	6
Clarification requests	Through questioning and dialogue to ask peer to rethink about their work	Asking peers to think more deeply about their work and generate action themselves can be achieved through questioning and dialogue	B:05:F	"Regarding the survival supplies, could you please explain what you mean by it would be better not to buy the Swiss army knife made in China? I concern its prejudice."	7	7
Making judgements	Referring to the criteria	Giving feedback against the assessment criteria	C:02:M	"You have proper facial expression and body language to strengthen your presentation content. Please keep this in your subsequent performance."	20	20
	Providing explanations	Giving explanations for the strengths and weakness of the work	E:05:M	"Speaking at a moderate pace will make you look, feel and act more confident. Speaking of me, When I am nervous or unsure of myself, I often tend to speak at a rapid pace unconsciously."	4	4
	Giving corrective feedback	Detecting errors and providing correction forms in the work (e.g. grammar, spelling and pronunciation etc.)	C:03:M	"The pronunciation of appropriate is \ə- 'prɒ- prɛ-ət\. Moreover, please double check the pronunciation of stips, tips, sticky, against and clumped."	8	8
	Giving suggestive feedback	Providing suggestions to help peers take future action to improve	B:02:F	"In the presentation, you covered several survival supplies. However, I am wondering the emergency kit is not complete without a first-aid kit inside."	18	18
Indicating issues not yet been addressed	Write the feedback again if peer did not act on it	Writing the feedback again to remind the peer that the issues not yet been address	E:06:M	"I have sent the similar feedback to you in the last version of the presentation. However, you did not adopt it."	20	20

#### 5.4.4.3. Students' perceived learning benefits and consequences of composing feedback of peers work

Participants in this research maintained that the reviewing process with consequences engenders the learning benefits of activating self-reflection, enhancing knowledge of writing skills, raising

understanding of the assessment criteria, and generating richer criteria (see Table 5.7). 19 of the participants talked about accompanied by composing feedback to peers they activating self-review own work and generating self-feedback. 20 of the participants were aware of their knowledge of writing skills improved through composing feedback to peers work. Moreover, 15 of the participants claimed that they raised their understanding of assessment criteria through the process of producing feedback of peer's work, students rehearsed and reasoned the criteria through in their own minds as they were explaining judgements about quality, providing feedback for improvement and conversing with others. Finally, 22 of the participants asserted that when they acknowledge the advantages in peer's work, they spontaneously attend to their specific deficiencies and to strengthen the work, which adds onto the criteria to quality work.

To sum up, the process of composing feedback is seen as an aid to enhance the capability of understanding criteria and making judgements of their own work and those of others. Interestingly, the findings also indicate that this process facilitates to generate richer criteria and to enhance knowledge of writing skills.

**Table 5.7** Students' perceived learning benefits and consequences of composing feedback of peer's work

Major Theme	Sub-category Theme (shorter description)	Explanation (longer description)	Participant and representative supporting quote	Frequency Number of source	Number of references
Activating self-reflection	Reflecting to learner's own work	Revisit students' own work and spot the things	D:03:M "The process of communicating and having the dialogue with peers as audience enabled my understanding of the feedback and then I can use that feedback to reflect on my work and think about how to act on in my revisions."	19	19
Enhancing knowledge of writing skills	Enhancing knowledge of writing skills	Aware of enhanced knowledge of writing skills through constructing peer feedback	E:04:M "Through the process of constructing feedback on peers work, I can express my points of view and give reasons in a clear and structured way."	20	20
Raising understanding of the assessment criteria	Raising understanding of the assessment criteria	Students engaging with criteria by making evaluative judgements against the assessment criteria	E:01:M "The process of composing feedback plays as an important role to learn the elements of criteria and developing the understanding of quality."	15	15
Generating richer criteria	Generating richer criteria	Through the process of reviewing peer's work, students acknowledge the advantages of peer's work and autonomously add it onto the criteria	B:03:F "I like group 3's idea to add subtitles to their video. In this way, we can understand more of the presentation content. Our group also use this strategy and embed subtitles in the revised video. Interestingly, all other groups autonomously embedded subtitles in their revised videos as a new add-on criteria."	22	22

#### 5.4.4.4. Problems in constructing feedback reviews for peers

When asking students, the problems they faced in composing feedback of peer's work, there are three major issues raised (see Table 5.8). The first issue is students perceive they are lack ability to give feedback including they do not understand the work (N=4), lack of capability to make judgements (N=12), not using the native language to produce feedback (N=2) and self-doubt ability to critique peer's work in a useful way (N=8).

The second issue is students perceive they are not enthusiastic and perfunctory of peers' work for the reasons of boredom and routine (N=4), disappointed peers do not use their previous feedback (N=4), requiring amount and distribution of study effort (N=8), and without carefulness of peers' work (N=3).

The last category is under peer pressure, which is close to the tension of relationship between students and their peers. Students claimed that they are reluctant to raise questions when they have doubts about peers' work since they are afraid they are the only student who doesn't understand the content and will lose face (N=8). Besides, students mentioned they avoid providing negative feedback to save peer's face (N=15).

Furthermore, not anonymous feedback is an issue for students to critically evaluate peer's work and provides genuine feedback on it. In the interview, students responded that since the feedback is not anonymous and students and peers are not familiar with each other, they tend to provide positive feedback to maintain the harmony and this causes they were not honest. Finally, to be not offensive, three participants managed to offer positive feedback.

Overall, the self-confidence of capacity to provide feedback of peer's work, lack of demonstrating care about peers and peer's work, mutual trust between students and peers are the three factors influencing students contributing reliable and honest feedback. These results emphasise the importance of care and trust which facilitating dialogic feedback and student engagement with the learning process.

**Table 5.8** Problems in constructing feedback reviews for peers

Major Themes	Sub-categories Theme (shorter description)	Explanation (longer description)	Participant and representative supporting quote		Frequency	
			Participant	Representative supporting quote	Numbers of students	Numbers of data
Lack of ability	Not understanding the work	Lack of capability to understand peers work	C:03:M	"My feedback is more focusing on finding mistakes rather than asking questions since I am not familiar with the topic. And as I mention earlier, since I don't really understand peers' presentations, I don't think my feedback is constructive."	4	5
	Lack of capacity to make judgements	Lack of capacity to make judgements about quality	D:04:M	"After reviewing peers work, I can tell the quality of the performance. However, I find it difficult to form my opinion or evaluation regarding the quality of the work especially using criteria to explain and justify the judgements. I appreciate the training session about using exemplars to demonstrate how to assess peer's work and make judgements. It will be useful if the teacher can provide more chances to practice with it."	12	14
	Not using native language	Unable to openly explain and express oneself by constructing feedback in a non-native language	C:04:M	"English is not my native language. I can't use it freely to making judgements about the quality of peers work. The feedback does not 100% express what I want to say."	2	2
	Self-doubt ability to critique one another's work in a useful way	Being unconfident to express own comments, raise questions and make judgements	C:06:M	"For me, it is strange to assess others especially my peers because I think I could not evaluate their work objectively like my teacher does, and give constructive feedback."	8	13
Not enthusiastic and perfunctory	Boredom and routine	Being bored with the routine of carrying out peer assessment in multi-stage assignment	E:04:M	"I think the peer assessment process and redrafting work are tedious. And I am afraid I found little improvement on my presentation performance through the peer assessment process. Moreover, I am concerned it's just a waste a lot of time."	4	4
	Feeling disappointed if peers do not act on the feedback	Feeling disappointed and fewer value comments from peers	B:05:F	"In the multiple-stage assignment, I give more feedback in the initial stage of work. However, if peers do not use the comments to improve their work, I feel disappointed. Once I feel they less value my comment, and I get bored of writing the similar ones again."	4	4
	Requiring amount and distribution of study effort	Comparing with other courses, students have to make more efforts on the multi-stage assignment with providing feedback to peers work and engagement with feedback	C:05:M	"Unlike other Mickey courses in the school, it requires a lot of time and effort to go through the peer assessment procedures. However, no pain no gain."	8	12
	Without carefulness	Not caring about peer's work and providing feedback as contribution to peer's work	C:01:M	"Sometimes, I didn't watch the presentation video carefully, and I don't know how to comment it on."	3	3
Under peer pressure	Avoiding lose face	Afraid of losing face through arise questions to peer work	D:03:M	"I am afraid that I am the only one whose English is not good and does not understand the content. I am too shy to write questions to the presenters. I am afraid of losing face."	8	8
	Maintaining other people's self-esteem	Avoiding being offensive	B:03:F	"I think this is a good way to comment on other's work, and primarily we use English. I think by doing this way, feedback will not be offensive. In addition, I avoid providing negative feedback. I would like to keep and save peer's face."	15	15
	Feedback is not anonymous	Easily to identify feedback giver	C:04:M	"I give praise feedback instead of being honest to point out the weakness in peers work. I don't want to see my name attach to the negative feedback. If I could provide feedback anonymously, I was less worried about offending peers, which resulting more useful feedback."	5	5

#### 5.4.4.5. Emotional reactions of feedback receivers' response to feedback

Feedback receivers' response to feedback can arouse positive (e.g., pride or satisfaction) or negative (e.g., anxiety or anger) reactions (see Table 5.9). For positive emotional reactions, 12 of the participants pointed out that they are pleased to see peers appreciate and respect the feedback and apply it to improve their work. Besides, 10 of the participants believed that peers uptake of feedback could boost their confidence of competence to provide constructive feedback. As for negative emotion reactions, eight participants stated that if peers do not act on their feedback cause self-doubt ability. Moreover, 13 of the participants considered that they feel displeasure and disrespect if peers do not value their time and effort investing in the peer assessment process. To sum up, appreciation and respect for the feedback giver seemed necessary. Appreciation and respect are not merely a reverence for the feedback giver, but an acknowledgment of the feedback giver's authority and expertise to provide appropriate feedback.

**Table 5.9** Emotional reactions of the feedback receivers uptake of feedback

Major Themes	Sub-categories Theme (shorter description)	Explanation (longer description)	Participant and representative supporting quote		Frequency	
			Participant	Representative supporting quote	Numbers of students	Numbers of data
Positive	Pride	A pleasure to see the peers appreciating and respecting the feedback with applying it to improve the performance	B:02:F	"I am proud of being helpful to peers especially peers appreciate and respect my feedback and apply it to improve their performance."	12	12
	Satisfaction	Feeling confidence with capacity to provide constructive feedback	C:06:M	"I am satisfied to see peers act on the feedback to revise the work especially the performance be improved. In this way, boosting my confidence to be able to provide constructive feedback."	10	10
Negative	Anxiety	Feeling of doubt, fear and uneasiness if peers do not uptake of the feedback	C:05:M	"The thing is if I give feedback to my peers, but they don't act on it. I will doubt myself whether I am wrong."	8	8
	Anger	Feeling of displeasure and disrespect due to peers not appreciate and value the time and efforts invested in reviewing peer's work and composing comments	B:05:F	"In giving feedback process, I spent a lot of time to review peers' work and compose feedback intend to help them improve the work. However, if peers ignore and do not address the feedback and to apply to their subsequent work, I feel disappointed. I feel they less value and not appreciate my comment and efforts. Thus, I will not pay attention to their feedback, either."	13	13

#### 5.4.5. Being as the role of feedback receiver

In the questionnaire, the students showed low satisfaction with the quality of receiving feedback (see subsection 4.2.4) and reported a low rate of taking upon the feedback to improve their subsequent piece of work (see subsection 4.2.6). Moreover, a significant amount of students

expressed uncertainty in decoding the feedback and translating it into actions for revision (see subsection 4.2.6).

In the following sections, to understand how student evolve in the receiving peer feedback process and engagement with the feedback, the participants answered in the aspects of strategies used to respond to the feedback.

#### **5.4.5.1. Strategies used to respond to the feedback**

The strategies used to respond to the receiving feedback are illustrated and classified into four ways including failing to collect feedback, receiving but does not use of feedback, receiving and engaging in dialogue, and receiving and applying the feedback (see Table 5.9). Majority of the participants (N=15) pointed out that they did read through the feedback from peers; however, for some reasons they do not pay attention to it and address the issues in their revision work. Nearly, one-third of the participants (N=7) noted that after reading the feedback from peers they take actions to apply the feedback to improve their work. Few participants (N=3) stated that after receiving the feedback, they engage in dialogue with peers for negotiation or clarification. Nevertheless, a small amount of the participants (N=2) admitted that they did not read even collect the feedback from peers. On the whole, the results infer that majority of the participants have challenges for uptake of feedback. In the next subsection 5.4.6.2, the critical reasons for students are reluctant to engage with feedback will be elaborated.



**Table 5.10** Strategies used to respond to the feedback

Major Theme	Sub-category Theme (shorter description)	Explanation (longer description)	Participant and representative supporting quote Participant* Representative supporting quote	Frequency Number of source	Number of references
Failing to collect feedback	Does not read the feedback	Refusing to take notice of the feedback	E:01:M "I don't read the feedback from peers since most of the feedback from peers is praise."	2	2
Receiving but does not use of the feedback	Receiving the feedback but ignore or reject it	Reading the feedback but does not pay attention in it	B:03:F "I did skim read the feedback. However, mostly was praise and some were not connected to how to improve my work. Thus, I don't know how to use it. In this way, I just read it and can't use it in my revision."	15	15
Receiving and engaging in dialogue	Receiving the feedback and engaging in dialogues with peers	Reading the feedback and asking questions to or negotiating with feedback giver	E:06:M "I read the peer feedback and also ask peer questions if I don't fully understand the feedback or want clarification."	3	3
Receiving and applying the feedback	Reading the feedback and applying it	Receiving the feedback and taking actions to improve the work	D:04:M "I read the feedback from peers and tried my best to revise my work according to the suggestions from peers."	7	7

## 5.5. Chapter summary

The findings of the qualitative data point out that the value of feedback as formative information and acknowledge the consistently making efforts are necessary to make learning improvement. Furthermore, the strategies of composing feedback, nature of giving feedback, learning benefits from composing feedback comment, concerns of the role of peer feedback giver and the emotional reactions to the response of feedback receiver. This result is somewhat counterintuitive to highlight the tense relationship between the feedback giver and receiver. The next chapter contains the discussion of the key findings that have emerged from the two analysis chapters.

## **CHAPTER 6 - Discussion**

### **6.1. Introduction**

This thesis had aimed to investigate how Taiwanese university students experience peer assessment during language learning activities. As discussed in Chapter 2, although the quality and credibility of given peer feedback have been a recent focus in the research literature, little is known about the learning process of students composing peer feedback and their engagement with feedback. In particular, there is a lack of empirical research investigating the process of composing feedback develops student evaluative expertise and leads students toward learning autonomy and what cultural factors influence students' engagement with feedback in language learning activities. What's more, there is a complete absence of relevant research conducted within the context of Taiwanese higher education.

In addressing these gaps, as explained in detail below, this current study makes a number of contributions to the existing literature. Firstly, it provides an in-depth examination of the university students' experiences and attitudes toward peer assessment during language learning activities. Moreover, it provides evidence of how students develop evaluative expertise in the process of composing feedback across a sequence of language learning activities. Furthermore, it enriches our understanding of what cultural factors influence students' engagement with feedback, knowledge which may assist the improvement of group oral presentation activities.

In this chapter, firstly, the key findings of this study are summarised and discussed in order to address the research questions of this thesis (section 6.2). Next, a conceptual model of implementing peer feedback is presented (section 6.3).

### **6.2. Discussion of the findings in relation to the research questions**

The section contains a summary and discussion of the key contributions of this thesis in relation to the existing literature in terms of its findings and the methodology employed.

#### **6.2.1. RQ1: What are students' experiences of and attitudes towards peer assessment?**

The analyses carried out in Chapters 4 and 5 have shown that though the majority of Taiwanese university students, in examination-oriented contexts, had not participated in peer assessment activities before, they were generally positive about their experiences of engaging in peer assessment in the context of language learning activities and showed a high degree of willingness to

participate in the assessment for learning exercise in the future. However, this study found that when the students give feedback, they notice that they are not good at giving it. When the students receive feedback, they notice that the givers are not good at giving it, either. Furthermore, the students rarely make full use of the feedback and address the issues in their drafts in progress. That is, students in this study rated the quality of the feedback comments they both provided and received as poor. Besides, students seldom make sense of the information about their performance and used it and to enhance the quality of their work or learning strategies.

These findings extend the previous research, which has mostly focused on Anglophone settings and other major European countries, by providing a detailed analysis of attitudes of peer assessment, amount and distribution of study effort, goals and standards of peer assessment, quantity and timing of feedback received from peers, quality of feedback received from peers, quality of the feedback provided to peers, and how they respond to the feedback by university students' perspectives during language learning activities.

#### **6.2.1.1. Positive attitudes**

Intriguingly, one of the main results of this study was the students' positive attitudes in the study are surprisingly contrast with the difficulties and negative attitudes to peer assessment often reported in the literature (Kaufman & Schunn, 2011; Liu & Carless, 2006). Moreover, the inconsistency was found to be associated with the types of instructional activities and pedagogical interactions. More specifically, students' positive attitudes are in relation to the quality of teacher guidance, peer feedback without marking, technology-enabled feedback, and distribution of study effort. These core elements of peer assessment enable a focus on learning and improvement to counter the dominance of testing.

#### **In relation to the quality of teacher guidance**

Firstly, we believe that this distinction is attributed to the way in which the teacher introduced peer assessment to students and in particular to the comprehensibility of the guidance provided (see subsection 4.2.2). For instance, the highest total mean of PAEQ fell in the section of goals and standards of peer assessment (see Table 4.2). The encouraging results showed evidence of the teacher transparently introducing the formative assessment goals, demonstrating how to give and receive feedback and giving students exercise opportunities to tune the criteria for what constitutes quality in the assessment work. Furthermore, in line with the purpose of learning and improvement, through the guidance, the students grasped the timescale and the process of the multi-stage assessment task. That is, students acknowledged the time required to submit drafts of their work and when they are expected to reciprocally provide and receive peer feedback. Besides, a high degree of

agreement showed that students are attracted by the adoption of the medium of Facebook through which students could upload drafts of work in progress and give and receive peer feedback. It could therefore lead us to conclude that transparent game rule and an attractive medium to implement feedback may increase the likelihood of students' favorability engaging with assessment feedback.

### **Marking not involved in the peer assessment processes**

Secondly, what most notably distinguishes this study from many others is that to engage students in making use of formative feedback to improve their work rather than simply receiving grades without clues that could help enhance their performance, students were asked to provide feedback comments only, instead of marking the work of their peers. The literature has argued that grades can obscure, or act as a distraction from feedback, with students tending to emphasise the numerical results at the expense of engaging with the feedback provided (Carless 2002, Sutton and Gill 2010, Gibbs 2015). In consonance with this, separating marks and feedback enable the students to thoroughly convey the original intent rather than weaken the effect of feedback through the prism of marks. In particular, for the students in the settings where summative assessment is dominant, they tend to pay more attention to their fear of failure in passing the examination and to pursuing high grades as the key outcome.

The evidence from the results showed that a significant proportion (nearly two-thirds) of the students were also not in favour of the idea of marking (see subsection 4.1.4). When we further explored this with an independent sample t-test of whether it is worthwhile to allocate a mark for peers work, the results of LSD post-test showed that the ones who answered "No" have significantly higher scores than those who answered "Yes" or "Don't know" on the average from responses to feedback (see subsection 4.3.1). These results further support the idea that marking with feedback may affect student's ability to accept the feedback.

It can therefore be assumed that marking in conjunction with peer feedback is the crucial factor that causes students' rejection of feedback. Hence, it is a conceivable hypothesis that receiving comments without marking may relieve students' fears of failure, make them more ready to accept self- imperfection and be open minded to the uptake and use of feedback to make progress towards further learning.

### **Technology-enabled feedback**

Thirdly, the results of this study are in keeping with previous studies (Carless, 2015; Gilbert, Whitelock, & Gale, 2011) that suggest that the deployment of technology support for the provision

of a greater volume of timely feedback is beneficial (see subsection 4.2.3). The process of peer assessment creates the opportunity to provide students with extensive feedback that, in terms of time and effort, cannot be given, in general, by teachers. It can add to the amount and variety of feedback students receive, without a corresponding increase in teacher workload. Furthermore, technology affords immediacy in spite of time or location differences, is a means for tackling large student-teacher ratios in the higher education classroom in Taiwan and seems to be suitable within the current research settings. Students receiving feedback from peers as audiences rather than receiving it from single a single source, namely the teacher, also mimics more closely the reality of oral presentation beyond the school and in employment settings. Apart from increasing quantity and variety, the intentions of peer feedback practices assume that if students engage with a participative role in the assessment processes, then they will receive feedback from their peers in a timely manner, while it still matters and with the opportunity of acting on it. However, one unanticipated finding in the study was that, with regard to timing of feedback, there should be added additional conditions to the design of peer assessment including enough time for students to digest the peer feedback and make changes where possible; moreover, enough time for all the questions and issues to be discussed. Beyond the timeliness factor, another issue worthy of careful consideration is that this can result in one-sided dialogue in which it is almost impossible to provide a context in which potential constructive conversation that feeds into the subsequent work may occur. This rather intriguing result may be related to limited feedback dialogue, which will be elaborated on later (see subsection 6.2.1.2).

### **Distribution of study effort**

Lastly, the outcomes of this research have revealed evidence that the distribution of time commitment and effort on a consistent basis set by task demand inculcates better study habits (see subsection 4.2.1). The assessment task (oral presentation) in this study was designed to be broken down into multi-stage assessment tasks distributed across the module. To be specific, the manner of distribution brings balance to the student workload and provides students opportunities to monitor performance and ongoing and regular feedback to aid subsequent stages of the draft. Besides, the multi-stage assessment tasks expect to engage students in the process of self-reflection and feedback dialogue with peers. Furthermore, with often and regular feedback, students promote better monitoring and self-regulation of their drafts in progress. For the students in summative assessment-dominant settings, building up the study habits of distribution of effort, motivates students to engage themselves in the assessment tasks, adopt a more proactive role toward learning and take greater ownership of their learning progress. Importantly, these dispositions are not easy to develop and require persistence and repeated application.

As for self-regulated learning strategy, students in examination-oriented settings are known to invest considerable time and effort memorising and interpreting the learning materials as an approach to learning. Along the same line of thinking, a regular study method is useful not only in helping acculturate students to the requirements of university study but also in facilitating students deep learning rather than a superficial approach characterised by memorisation.

By building the study habits through peer feedback accompanied with formative assessment, students are helped to better recognise the importance of learning the tasks, and better enabled to produce a similar pattern of effort distribution throughout their years in the university.

#### **6.2.1.2. Difficulties and negative attitudes**

Furthermore, the results also showed evidence of some problems in constructing feedback reviews for peers (see subsection 5.4.5.4) and barriers in engaging with feedback (see subsection 5.4.6.2), which helps shed light on the theoretical argument in the literature of how higher education students in Taiwan identified key characteristics of effective feedback practices. Regarding this, the crucial challenges to develop sustainable feedback that emerged and were analysed are three fold: developing student's capability for evaluative judgements, retaining interpersonal harmony and building trusting relationships.

#### **Developing student's capability for evaluative judgements**

The first challenge relates to the student's capability for making evaluative judgements. The results of this study showed that the nature of composing feedback messages focuses on praise, recognising progress and acknowledging the addressed issues. Concerning making judgements, the results indicated that the content emphasis is on providing a corrective commentary with suggestions upon peer's work against the given criteria. However, the results rarely showed evidence of the commentary including additional information that provided a rationale for the judgements. Therefore, the feedback functioned as a one-way transmission process "telling" students what is right and wrong in their work and how it might be improved.

Regarding the nature of composing feedback, as discussed in subsection 5.4.5.2, a possible explanation for this might be that peers have produced work in the same domain and may provide more genuine praise as encouragement than the teacher. However, if used indiscriminately it can appear insincere. The results also revealed that offering too much error corrective feedback is liable to provoke a defensive attitude from the feedback receiver. In addition, suggestive feedback without elaboration is apt to be considered subjective rather than reasonable and results in barriers to student uptake of the feedback.

These results corroborate findings that highlight the significance of the capability to make decisions about the quality of one's own and others' work (Tai et al., 2017) and developing an appreciation of the quality of life-long learning (Carless, 2017). These findings suggest that a lack in the ability to reason may reduce the capability of making evaluative judgements. These findings may help us to design the training session to enhance students' reasoning ability by invoking and applying criteria to back up the judgements about exemplars, the work of peers, and, through a reflective process, about their own work which in turn can reduce their need for external feedback.

Moreover, the results indicated that the issue of language proficiency affects students' confidence in composing feedback. In particular, students were not using their mother tongue language to construct feedback commentary. This concern about lack of expertise in peer feedback is also found in other subjects and in other settings. More specifically, if the capability for making evaluative judgements were established first in the subject when taught in the native language, this would strengthen the prerequisite knowledge of the language-learning students.

### **Retaining interpersonal harmony**

The second challenge arises as a result of students deliberately maintaining interpersonal harmony. In most of the observed cases, it occurred that to formulate an identity in the classroom, the students avoiding revealing their doubts or questions regarding the review product and the receiving of feedback. More specifically, these keeping silent and "faking good" (Gibbs, 2006, p. 26) strategies that maintain self-esteem, may block dialogue between feedback giver and receiver and gradually obstruct the opportunity to better improve the product. Another more common situation found in the study was the tension between being too critical and not critical enough. It seemed that peer pressure and the fear of damaging harmony prohibited students from providing comments that they considered objective or useful rather than being careful in their tone and words so as to not offend peers, since the feedback is not anonymous. However, it is valuable to note that the results indicated that feedback concerning questioning is more widely accepted by students, a form of feedback which encourages them to think more deeply about their work and generate actions themselves. These results further support the idea of Hattie and Timperley's (2007) feedback about self-regulation and Ladyschewsky's (2013) providing non-evaluative feedback by asking peers open-ended questions for explanations. According to the data, we can infer that maintaining interpersonal harmony (e.g., saving face) is identified as interference in generating dialogic and sustainable feedback in CHC contexts. However, one conceivable hypothesis of the role of asking questions in feedback is that a non-evaluative manner is less threatening to one's self-esteem. This has significant implications for teacher's designing training that develops sustainable feedback. The teacher may model asking open-ended questions such as when, who, how, where, what and which is

a non-evaluative way and focus upon the peer who is receiving this feedback to reflect on their performance. Besides, the teacher might create a feedback phrase bank as a general resource for feedback givers to relieve the tension of face issues. Future research is needed to ascertain whether the approach to providing feedback in a non-evaluative manner reduces face-threatening and enhance sustainable feedback.

### **Building trusting relationships**

The third type of challenge is associated with building trusting relationships that facilitate sustainable feedback. Very little was found in the literature to touch upon the importance of trust as a central dimension that enhances the student's ability to generate and use feedback thus reducing their reliance on teacher guidance.

The current study found that the use of student oral presentations as a site for peer feedback encourages frequent participation and interaction around the notion of quality and supports students in understanding what quality contributions consist of (see subsection 5.4.5.5). These results corroborate the idea of Carless (2013b), who suggested that oral presentations, as a specific pedagogic activity, help to develop a classroom climate conducive to dialogic feedback. This interactive atmosphere may boost the sharing of honest peer feedback and the development of trusting relationships.

However, the outcomes of this research have revealed evidence of students being less likely to commit themselves to the kind of peer interactions and class participation that has the potential to develop their ability to self-assess and refine their notion of quality. The results showed that students were not enthusiastic and carried out tasks in a perfunctory manner showing little empathy and genuine interest in the ideas of others (see subsection 5.4.5.4). That is, in most of the cases, the deliberate effort required to maintain harmony and avoid conflict among peers sometimes led to unbalanced feedback lacking in kindness, sincerity and criticality. Thus, this may have caused even more damage to the trust relationships between student and peers, which is necessitated by the collaborative learning environment.

Moreover, the findings showed that responding to feedback is a way of showing appreciation and respect and as an acknowledgement of feedback giver's authority and expertise in providing appropriate feedback (see subsection 5.4.5.5). Without the appreciation and respect, students may be unwilling to enter into trusting relationships and fully involve themselves in learning activities. What is worse, students may tend to value teacher feedback more than that of novices, which is consistent with previous studies (Peterson & Irving, 2008; Tsui & Ng, 2000).



Another important finding was students were concerned about trust and competency, with students often showing an unwillingness to place themselves in a vulnerable state in which they could open themselves up to engage in the learning process (see subsection 5.4.5.4). In particular, students presented themselves as knowing more than they actually do, because revealing their weaknesses or attempting something challenging may be perceived as a threat to their self-esteem. That is, “faking good” occurs when students feel uncomfortable in being open about their partial understanding and instead try to conceal their ignorance and hide mistakes.

It is possible that these results were influenced by the competitive examination culture prevalent in CHC contexts. In order to achieve a pass, students tend to invest time and effort on memorising the materials for the examination, rather than investing time and trust in their peers and preparing the ground for a transformative, dialogic learning environment.

These findings suggest that sustainable feedback requires students and peers to enter into a relationship of mutual trust in which the former tries to show openness, empathy and genuine interest in the ideas of others and contributes helpful comments on their performance. The latter, so it follows, is willing to respond sincerely and responsibly attempt to use the suggestions. It is probable therefore that in a collaborative learning environment feedback is a social and relational act which needs greater reciprocity and trust to consolidate the relationship between contribution (giving feedback) and response (receiving feedback) than a mundane task would.

Overall, these findings have provided an in-depth insight into students’ perspective towards core elements of peer assessment that enable a focus on learning and improvement to counter the dominance of testing. They indicate the crucial aspects of the challenges to developing sustainable feedback in higher education students’ language learning. In this way the study has extended the previous research which focused mostly on performance improvement when students receive feedback from peers (Cho & MacArthur, 2011) and when students produce feedback comments for peers (Cho & Cho, 2011).

#### **6.2.2. RQ2: How do students experience the process of producing feedback for peers’ work?**

The analyses carried out in Chapters 4 and 5 have revealed how students make judgements about their own academic or that of their peers in activated learning. These findings advance our understanding of how higher education students see the value of composing feedback. Thereby, it has extended the previous research which has focused mostly on performance improvement when students receive feedback from peers (Cho and MacArthur, 2010) and when students produce feedback comments for peers (Cho and Cho, 2011).

#### **6.2.2.1. Stimulating reflection and self-regulation**

Firstly, the most significant finding to emerge from the analysis was that the process of composing feedback on the work of peers against the criteria resulted in a backward reflection on student's own work and triggered self-regulation (see subsection 5.4.5.3). More specifically, the findings suggest that making judgements on peers' work acts as a catalyst for students' self-monitoring and self-evaluation of the processes of engaging with the task and the generate internal feedback that students use to inform themselves how to adjust the strategies and progressively update the products they create. This increasing use of self-regulation skills in which the peer feedback givers tends to modify their subsequent engagement by reinterpreting the task's requirements, setting new goals, or repairing tactics and strategies for the purpose of improving their own work or enhancing their learning strategies. This process of students making judgements about their own work can be explained by the development of the capability of independently assessing their own malleable strengths and weaknesses, reducing reliance on the teacher as the sole authoritative source of judgements and students instead being more actively involved in taking responsibility for their learning. It can thus be suggested that when students have given feedback to other peers about a piece of work, their own subsequent attempts at that same work are much improved because they are now much clearer about what good work in that task looks like. In addition, during this process, students keep questioning their own-work, and this generation of internal feedback can be understood as the trigger for metacognition and self-regulation. The previous research supports this finding with some evidence that providing peer feedback helped students to evaluate, monitor, and regulate their own learning and may even improve their own product (Butler and Winnie, 1995; Nicol and Mcgfarlane-Dick, 2006, Liu and Carless (2006)& Nicol, Thomson, and Breslin (2014).

#### **6.2.2.2. Nurturing self-assessment skills and promoting self-efficacy**

Secondly, the current study found that the use of the regulatory strategies of monitoring and evaluation can also be associated with cultivating students' self-assessment skills by engaging with criteria and making qualitative judgements about the quality of their own learning processes and products (see section 5.4.5.1). A possible explanation for this might be that by analysing work against criteria that ask what it is that this piece of work represents and what needs to happen to move it forward, students gain a deeper understanding of the requirements of the task and are likely to perform better and therefore to experience a more successful performance. This outcome can also be explained by providing immediate and easily interpretable feedback which may affects students' perceptions of their capability and increasing students' self-efficacy. Therefore, the study confirms that the effect of self-assessment is associated with promoting self-efficacy (Panadero, Jossen & Botella, 2017).

These relationships may partly be explained by the encouraging feelings of worth and the perception of improved capability (see subsection 5.4.6.4). The altered motivational beliefs could promote subsequent self-regulation to “close the gap” between current performance and the desired standard which will finally have an impact on the level of their self-efficacy. Hence, it could be a conceivable hypothesis that student’s mastery of self-assessment skills through the production of justified feedback could be a major factor, if not the only one, in promoting self-efficacy and causing students greater engagement in self-regulation.

#### **6.2.2.3. Generating internal feedback**

Thirdly, the results indicate that internal feedback was the primary source used to build new knowledge and understandings and that external feedback, provided by a peer, functioned as additional information in confirming, adding to, or conflicting with the student’s interpretation of the task and the path of learning (see section 5.4.5). This result may be explained by the fact that in the reviewing process the students are forced to internalise success criteria and they are able to do this in the context of somebody else’s work, which is less emotionally charged than his or her own. With self-generating feedback, students still need the ability of managing emotional reactions and decoding the feedback to actions. Without the emotional reaction variables, students are more proactive to directly use internal feedback and thus accept their imperfections and be willing to improve the quality of their work or learning strategies. On the other hand, the tone or the people who provide the feedback will affect the genuine of feedback, sometimes the emotional reactions may discourage the motivation, self-efficacy and take actual actions to improve the work. This study highlighting how students making judgements about their own academic work and that of their peers, might enable calibrating their own judgements against those of others, which in turn helps them to judge their own work as it is in progress during its production. However, more research needs to be explicitly undertaken on how students might develop the ability to cope with discrepancies and conflicts before the association between internal feedback and external feedback is more clearly understood.

#### **6.2.2.4. Enriching success criteria**

Fourthly, one unanticipated finding was that the reviewing processes acted as a driver for students’ building a consensus on the success criteria and the quality of work. By achieving the agreement may potentially generate richer criteria and raise the standards of the assessment task. For instance, as described in subsection 5.4.5.3 concerning the learning benefits and consequences of composing feedback of peers work, the majority of the students autonomously added subtitles to their drafts in progress to solve the problem of audibility. However, this criterion had not previously been

described as a requirement to constitute quality work. This outcome can be explained by students comparing their own work with their peers' work and this becoming more aware of their advantages and weaknesses and obtaining critical insight from others' work during the review process than they would if they were in the situation of receiving conventional teacher evaluation only. It is possible that these results do not represent generating richer criteria that may enhance performance but are more simply evidence of greater engagement with criteria. However, the benefits of generating richer criteria only appear when students produce work in the same domain themselves before they review the work of their peers and students produce written explanation for their evaluative judgements. It is possible to hypothesise that these conditions are less likely to occur in the analysing exemplars which mainly focus on illustrations of quality.

#### **6.2.2.5. Expanding student's zone of self-regulated action**

Fifthly, what is surprising is that the results showed evidence that students perceived the process of producing feedback of peer's work enhanced their knowledge of writing skills (see subsection 5.4.5.3). It may be that the language learners benefitted from rehearsing and reasoning the criteria through in their own minds as they were explaining judgements about quality, providing feedback for improvement and conversing with peers. These results further support the idea of learners often gaining more from composing peer feedback than from receiving it (Lundstrom & Baker, 2009; Yu & Lee, 2015). In accordance with the present results, Lundstrom & Baker's (2009) study has demonstrated that the feedback giver reviews in his or her own zone of proximal development (ZPD) but the feedback receiver may not receive it in his ZPD. Moreover, this particularly valuable result may best be understood within the framework of the notion of interaction in language learning (e.g., van Lier, 1996). This may be theorised as language development occurring through conversational interaction, specifically the provision of feedback with reasoning, whether the language student interacts with a higher, and equal or a lower level of proficiency peer or even if they work on their own. It can thus be suggested that the ZPD can be approached by language learners using a variety of different resources and a learner's zone of self-regulated action can be expanded in a number of different ways including interaction with more capable peers, interaction with equal peers, interaction with less capable peers and internal feedback. These findings may help us to prioritise the interaction with various levels of peers and sources in the language curriculum. Further research is needed to examine the effects of coping strategies against the various interaction sources in language development.

Overall, these findings help to identify how students making judgements of peers work activated self-regulated learning processes. The process of reviewing and composing feedback on peers' work against the criteria triggered a backward self-monitoring and evaluation on the student's own

work. This reflective process instigated students' generating internal feedback to inform them how to adjust their strategies, set new goals and/or modify plans to incorporate subsequent actions for self-regulation.

### **6.2.3. RQ3: What are the factors that influence student engagement with feedback?**

The results of this study in Chapter 5 have provided insight into the factors that influencing students' engagement with feedback. These findings extend the previous research, which has paid little attention to why university students may be unable or unwilling to use peer feedback, and can be compared with the previous research which have placed primary responsibility on the feedback giver, particularly the teacher, rather than receiver (e.g., Handley *et al.*, 2011; Winstone, Nash, Rowntree, & Parker, 2016).

#### **6.2.3.1. Emotional reactions**

In this study, emotional reactions were found to cause obstacles to engagement with feedback. That is, the emotional impact of feedback encouraged students' tendencies to dislike receiving feedback and to react to it negatively. Furthermore, students may be likely to avoid feedback, seek only certain kinds of feedback, or distort or discount feedback during interpretation (see subsection 5.4.6.2). For instance, the findings indicate that the tone in which feedback is shared might be the most critical aspect of feedback, with regard to the emotional reaction that student's experience. More, specifically, the tone with which honest feedback is given was found to expect different emotional reactions. In addition, the findings show that some students may have greater difficulty than others in properly perceiving the intended tone of the written feedback. Moreover, the study found that feedback that mainly focuses on trivial aspects of the assessed work e.g. pointing out all the grammatical errors in a piece of work, is perceived as picking fault. Also, in some cases, the study found students potentially discount negative feedback from peers with a lower proficiency level since this is liable to be identity threatening.

It seems possible that these results are due to external feedback being the receiving of information about oneself and learning about oneself from other people. In this circumstance, feedback was inevitably interpreted through the lens of feedback receiver's self-perception. Therefore, feedback may easily provoke negative affective reactions and threats to identity, so students often exhibit defensive responses to feedback to protect or strengthen their perception of self which thus impacts on their engagement with critical commentary. These results highlight the need to believe that the feedback was delivered from a position of beneficence and non-maleficence. The evidence of findings also revealed the tension between the feedback receiver's need to learn and grow and the need to be accepted and respected the way he or she currently is.

It can thus be suggested that the feedback receivers who are capable of separating the content of the feedback from feelings may be better prepared for managing emotional responses to feedback and may avoid the risk of distortion of feedback message. This finding has significant implications for developing trust and care relationships between the feedback giver and receiver. In terms of readiness to accept feedback, the study suggests students require confidence in the feedback giver prior to receiving feedback and the notion of being more open to feedback takes place within the context of trust and care relationships. Moreover, in respect to managing negative emotional reactions, the study suggests maintaining emotional equilibrium and avoiding defensiveness may impact the subsequently engagement with critical commentary in feedback processes and make it more likely they will make productive use of insights from feedback for subsequent improvement. These results are in accord with recent studies indicating that managing affect is one of the crucial elements of feedback literacy (Brookhart, 2011; Lipnevich, Berg, & Smith, 2016; Carless & Boud, 2018). However, a note of caution is due here since divergent strategies of managing affect might be used in different contexts. For cultural factors, students in CHC settings tend to maintain harmony, which may deprive them of a chance to have a deeper understanding of their problem. For individual factors, students with higher levels of emotional maturity (Pitt and Norton, 2016) and self-confidence (Wang and Li, 2011) are more receptive to negative comments and more willing to reflect on performance, which sets the favourable conditions for developing feedback resilience.

#### **6.2.3.2. Appreciating and understanding feedback**

Secondly, the results indicate that the capability of students to appreciate the purpose of feedback, decode it to make sense of the feedback information and ensure the fully understanding of the other person's views and expectations, has impact on how they make use of feedback (see subsection 5.4.6.2).

The study found that students were reluctant to reveal their doubts or uncertainties of the feedback information by asking clarifying questions. Besides, the results of this study show that the difficulties of not being able to engage with feedback might arise when the feedback giver's intended meaning is not the same meaning that is interpreted by the receiver. In addition, the findings revealed a tendency of students towards the potentially biased reasoning of trusting positive feedback while discounting negative feedback. More specifically, positive feedback may have a confidence boosting impact on the feedback receiver.

A possible explanation for these results may be the students in CHC settings tend to maintain interpersonal harmony. As discussed in section 6.2.1.2.2, CHC settings may foster a reluctance to have dialogic discussions or interactions with peers or asking questions due to the fear of

threatening to one's self-esteem, which may then deprive the students of a chance to fully understand the feedback they received and make productive use of comments about their work. These results are likely to be related to a lack of understanding and appreciation of the role of feedback in improving work and the active role of the learner in the feedback processes.

According to this data, we can infer the difficulty in the students' engagement with feedback can result from students' weak feedback literacy skills. An implication of this is the possibility of the teacher designing suitable curriculum and also providing related guidance, coaching and modelling that encourages a two-way discussion by asking questions and listening and supporting the development of student feedback literacy. More specifically, the teacher might actively promote the rationale of feedback for learning and explain the potential benefits for the students and convey the challenges they may encounter. Furthermore, this finding has important implications for the notion of social-awareness as it reveals the need of nurturing student's interpersonal skills by initiating dialogue with peers such as asking clarifying questions to understand other people's views and expectations.

#### **6.2.3.3. Self-appraisal skills**

Thirdly, the study found that a lack of development of self-appraisal skills might result in passively making use of feedback. For instance, the evidence of the findings has revealed that student's inability or unwillingness to recognise that the shortcomings that others identified are indeed shortcoming. It may be that students have difficulty being honest with themselves and being open-minded enough to welcome external feedback that helps them learn about the blind spots in their performance, which plays a crucial role in readiness for engagement with feedback. This self-reflective action may allow students extra time to calm down from the negative emotions that can arise from receiving negative feedback. Hence, it could be hypothesised that the development of self-appraisal skills as a questioning approach to enhance learning and might be an effective way to foster feedback resilience and support students proactively acting upon feedback.

#### **6.2.3.4. Merging internal and external feedback into action plans**

Fourthly, the results of the study indicate that the follow-up dialogue and communication that builds consensus amongst goal-setting and self-regulation promotes the implementation of feedback (see subsection 5.4.6.2). For instance, the findings found that students accept feedback by thanking the person giving it. In addition, the evidence of the results revealed that students appreciating feedback receiver to negotiate and elaborate their alternative views and to achieve agreement on how to address issues arising in the feedback.

This finding might be explained by the fact that the feedback receiver values the contribution of feedback giver and shows a commitment to ensuring a full understanding of their feedback and how they may implement it.

These results further support the idea of capable students often being proactive in seeking out feedback and endeavouring to understand the teacher's expectations as this helps them set goals and promotes self-regulation (Yang & Carless, 2013). It can thus be suggested that students with high self-regulation skills may be aware of his or her feedback appetite and facilitate feedback dialogue to seek out honest mirrors.

These findings may help us to find new ways the teacher coaches and models feedback so that it encourages dialogue in the form of respectful negotiation that leads to agreement and ensures the next step of addressing the issues raised by the feedback are understood thereby making a commitment to implementing what has been agreed to.

#### **6.2.3.5. Responsibility to respond to feedback**

Fifthly, the findings show that the implementation of feedback may be impeded by a lack of a sense of responsibility to respond to and follow up on feedback. More specifically, this refers to student's tendency to feel obliged to be a proactive learner and to make productive use of comments about their work. A possible explanation for this result relates to an unwillingness to improve or make progress and, indeed, a desire to merely pass examinations with a reasonable mark but without expanding any further effort. Hence, it may simply be the case that the feedback receivers anticipated receiving what was to them an adequate mark without doing further work, but concealed this reason for not using the comments. These results mirror those of a recent study (Handley et al., 2011) that examined the relationship between learners' readiness and feedback usage and which concluded, students have to be 'ready to engage.' This concept, which is sometimes associated with a commitment to change, can be perceived as a willingness to invest effort in the task for the purpose of continuous improvement. It may also depend on students' self-efficacy and their sense of perceived competence to interpret and respond to feedback appropriately. Another potential element is a sense of ownership, where students value and have inner intrinsic reasons to take ownership of learning to affect the malleability of performance. Therefore, commitment to change, self-efficacy and ownership are suggested here as some of the possible aspects of students' readiness to engage with feedback and lead to action.

Nevertheless, the readiness to engage with feedback is likely to be influenced by different educational and socio-cultural environments; for example, the power of the summative assessment culture and its negative impact on the use of feedback. Summative assessment created a culture that was dominated by fear of failure and potential punishment, i.e. the need to take re-sits. The extrinsic



motivator, the fear of failing to jump over the assessment hurdle can prevent peer assessment activity being regarded as a worthwhile learning opportunity. Furthermore, the summative assessment culture tends to place greater attention on students who fail and require punishment, while ignoring students who pass the examination.

Altogether, even if the giver has been well trained in giving feedback if the receiver is unwilling or unable to make use of feedback, then the feedback will eventually become ineffective. Therefore, it is the receivers who are in control of how much of the feedback they have the appetite to absorb and whether they have the willingness to make changes. The present work helps to recognise the challenges of making productive use of feedback and the requiring elements underpin the feedback literacy. After all, when we are able to take ownership responding to feedback, our relationships are better firmly, our self-esteem is more secure, and more importantly, autonomous self-regulating learning is more fostering.

### **6.3. Chapter summary**

This chapter has addressed the three research questions which sought to investigate how students' perceptions of advantages and challenges of implementing peer assessment; how students perceived learning from making judgements of their own and their peers' work; and the barriers to making productive use of feedback as they participate in language learning activities.

The results of this study support earlier research findings which identified peer assessment as a fertile context for enhancing student learning through feedback processes. More specifically, it provides a picture of how the feedback processes engage students actively in applying criteria, in reflection and, through this, in learning enhancement.

One of the findings that emerged from this study is that positive attitudes from students towards the assessment for learning activity may be attributed to the way the teacher guidance is offered, to no marking in conjunction with feedback, technology-facilitated feedback strategies and the distribution of study effort. However, the results also identified the capability of making evaluative judgements, especially with the ability of giving explanations for reasoning, the way of asking clarifying questions to retain interpersonal harmony and building trusting relationships, are thorny issues encountered on the path toward feedback sustainability.

The findings revealed that making judgements on peers' work process activates reflection on and enhances the ability to self-monitor students' own work in progress. Students generate internal feedback as a result of the reflective process and it was found that nurturing self-assessment skills may further promote self-efficacy which empowers students to reduce their reliance on teachers to

inform them about their progress and develop their capacities as autonomous self-regulating learners.

The findings indicate that feedback is a two-way dialogue and a relationship of shared responsibility between giver and receiver. The feedback processes may become meaningful only if the feedback receivers are able and willing to react, reflect and respond to feedback. The findings indicate the need for students to manage affect in order to maintain emotional equilibrium when receiving critical feedback and ensure they fully understand the feedback by asking clarifying questions. In addition, self-appraisal skills were found to be essential for students to be honest with themselves about their own performance and be open-minded about the other person's views and expectations. Moreover, the students take ownership to respond to feedback was found cause engaging in the follow-up dialogue to discuss the agreement of goals and plans for self-regulation and thus committed and able to implement it to make work improvement.

The next and final chapter contains the summary and reflection on the key findings that have emerged from the two analysis chapters as well as their implications for practice and future fruitful research avenues.

## **CHAPTER 7 - Conclusion**

### **7.1. Introduction**

This thesis has aimed to investigate how students' perceptions of potentials and challenges of implementing peer assessment, and how students perceived learning from making judgements of oneself and peers work and the barriers of making productive use of feedback about their work as they participate in language learning activities. As discussed in Chapter 2, although feedback as dialogic interaction has been a recent focus in the research literature, little is known about students composing and engaging with feedback from peers and self to promote self-regulation. Notably, there is a lack of empirical research exploring the peer assessment practices in student-centred learning in the contexts outside the main Anglophone countries, which has been neglected in feedback literature.

In addressing these gaps, as explained in detail below, this current study makes a number of contributions to the existing literature. Firstly, it provides an in-depth examination of higher education students' experiences of and attitudes toward implementing peer assessment in the context of English language learning. Moreover, it provides evidence about how students experience learning as a consequence of producing feedback of peers work. Furthermore, it enriches the understanding of the contextual and cultural factors influencing students' engagement with feedback.

In this final chapter, firstly, the theoretical contribution is considering (Section 7.2). Next, the consideration of methodological contributions (Section 7.3) and limitations of the research (Section 7.4), its practical implications are presented as well as being made regarding potentially fruitful future directions for further inquiry (Section 7.5 & 7.6).

### **7.2. Theoretical contributions**

The results of this thesis present a number of contributions to the knowledge which can inform and advance the existing theoretical perspectives of peer assessment and self-regulation.

#### **7.2.1. A conceptual model of implementing peer assessment**

First, as explained in Chapter 2, the theoretical models of implementing peer assessment have been developed and extensively researched mainly in Western countries, while there has been a lack of empirical research in the contexts outside of the main Anglophone countries, such as in Taiwan. In

the existing literature hence, it is usually questioned whether the conceptual perspectives on the feedback principles can have cross-cultural applicability (Carless, 2011). The current study contributes to this research gap by identifying core concepts and construct that implementing peer assessment (see Figure 7.1).

Engaging students actively with the feedback process, a principle teacher role is to raise students' awareness of learning progress. Through the communication of the rationale for giving and receiving peer feedback, teachers present the potential benefits for students and point out the challenges that student might encounter. Besides, a need for teachers provides enabling feedback activities, e.g. discussion of exemplars, guidance with coaching and modelling the etiquette of giving and receiving feedback to facilitating the development of feedback literacy. Importantly, teachers design multi-stage assessment tasks to involve opportunities for students to make evaluative judgements about their own work and that of others and engage with feedback.

Students being as the role of feedback givers to see the values of composing feedback by developing capabilities to making sound judgements about the quality of work, self-reflecting progress on tasks, generating internal feedback by this monitoring process to nurturing self-assessment skills.

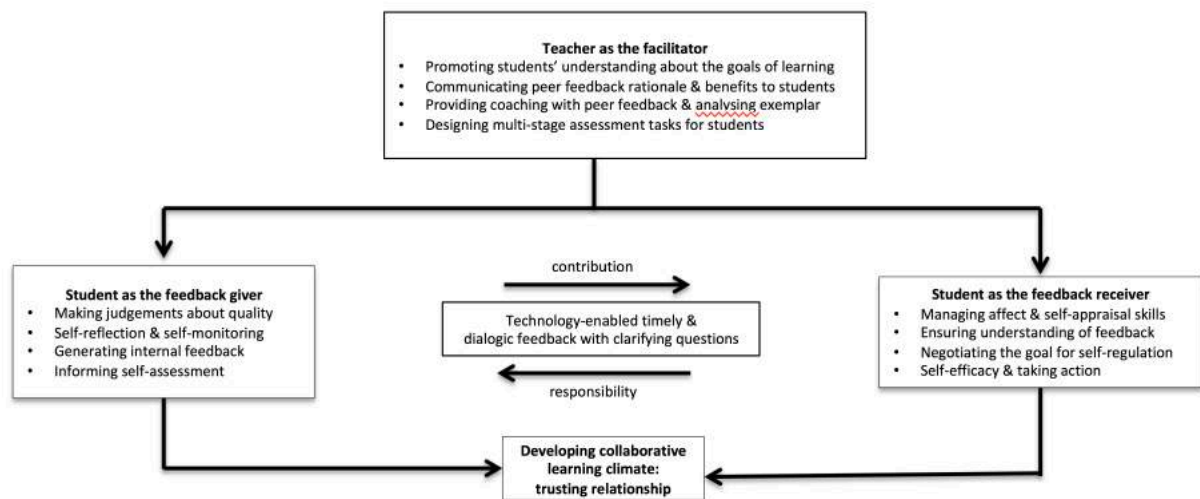
Students being as the role of feedback receivers to engaging with feedback by managing affect, developing self-appraisal skills to readiness for receiving feedback, engaging in dialogue for clarification to fully understand of feedback and negotiating the goals and plans for self-regulation and motivated with the commitment for taking actions to execute the plan.

Importantly, establishing a trusting atmosphere between feedback giver and receiver to develop confidence and faith to reveal what they do not fully understand and promote feedback sustainability.

Lastly, the emphasising of fundamental contribution and responsibility involves the feedback giver and receiver sharing responsibility for making feedback processes effective. Technology-enabled approaches facilitate timely feedback and provide convenience for clarifying questions to promote dialogic feedback interaction and sustainable feedback.

Concerning this issue, this study supports the universality of peer assessment practice by offering quantitative and qualitative evidence that Taiwanese higher education students can engage in the feedback process as a dynamic and continuously unfolding process over time during English language learning activities similar to their counterparts in Western and other countries.

**Figure 7.1** A conceptual model of implementing peer assessment



### 7.2.2. Processes of self-assessment skills support self-regulation

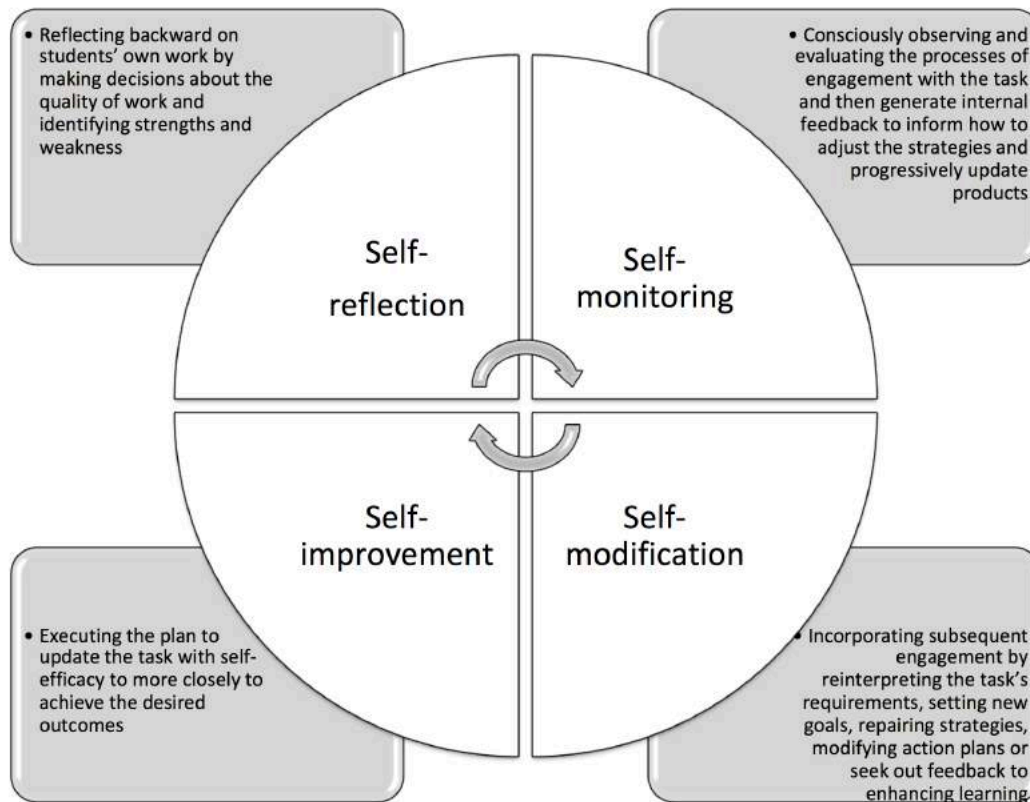
As stated in Chapter 2, while the existing literature describes the development of students' capability of making evaluative judgements and highlights its importance for student reduce reliance on teacher and become AN independent lifelong learner. There has been a limited understanding concerning learning benefits from composing feedback and self-generated internal feedback develop student evaluative expertise and lead students toward learning autonomy. Moreover, the composing feedback process enables students to calibrate their own judgements against those of others and helps them to judge their own work in progress during its production.

The analyses carried out in Chapter 4 and 5 have revealed how to make judgements about the academic work of themselves or peers activated learning. These findings advance our understanding of higher education students sees the value of composing feedback. Thereby has extended the previous research which has focused mostly on performance improvements when students receive feedback from peers (Cho and MacArthur, 2010) and when students produce feedback comments for peers (Cho and Cho, 2011).

The present study also suggests the process of composing feedback activating self-reflection and nurturing self-assessment skills which support self-regulation. To become self-regulation in the feedback process, students need to develop the following four stages. First, through the process of reviewing peers work, students reflect backward on self-work and making judgements about the

quality of self and peers work against the success criteria. Secondly, students activate self-monitoring and evaluate the work in progress. Thirdly, students adjust setting new goals, repairing strategies, modifying the action plan or seek out feedback resources to enhancing feedback. Fourthly, the students executing the action plan with motivation to take ownership of learning for work improvement and moving learning forward.

**Figure 7.2** Processes of self-assessment skills support self-regulation



### 7.2.3. Factors and barriers to students' engagement with feedback

The results of this study in Chapter 5 have provided insight into the factors that influencing student engaging with feedback. These findings extend the previous research, which has paid little attention to why university students may be unable or unwilling to engage proactively with feedback, and can be compared with the previous research which has mostly studied seem to place primary responsibility on the feedback giver, particularly the teacher, rather than receiver (e.g., Handley *et al.*, 2011; Winstone *et al.*, 2016).

These results also revealed five main barriers to understanding students' implementing of feedback and the factors underpinning these difficulties (see Figure 7.3). Firstly, for feedback to be received, it needs first to manage emotional responses. The negative emotional reactions block the feedback information and may distort or discount feedback message. Secondly, the difficulties in decoding

the feedback as a major obstacle to make feedback understood. Thirdly, lack of self-appraisal skills to recognise the shortcomings that others have identified are indeed shortcoming result in passively making use of feedback. Fourthly, students' inability or unwillingness to appreciate the received feedback by negotiating and elaborating their alternative views may impede achieving agreement on how to address issues arising in the feedback. Lastly, lack of sense of responsibility to take a role as proactive learner hinder responding to and follow up on feedback and making productive use of comments about their work.

**Figure 7.3** Barriers to students' engagement with feedback

<b>Factors influencing uptake of feedback</b>	<b>Barriers to uptake of feedback</b>
Emotional reactions	Inability to manage emotional equilibrium
Appreciating and understanding feedback	Inability to recognise the value of feedback and decode feedback
Self-appraisal skills	Difficulties to be honest with self and be open-minded to welcome external feedback
Agreement between internal feedback external feedback	Lack of dialogue between feedback giver and receiver for negotiation and clarification
Responsibility to response to feedback	Sense of obligation, lack of proactivity to take ownership of learning

Finally, it contributed to student-centred learning by concentrating on peer assessment from higher education students' perspectives in the contexts outside of the main Anglophone countries.

Therefore, the findings of this study suggest that have a harmonious relationship with self is the precursor to building a trusting atmosphere in the learning environment for the benefit of giving and receiving feedback. Being self-harmony, students consciously monitoring their learning progress and understand where they are in their learning. Most importantly, this relationship is helpful for the students to accept the current status by the presence of visible learning process and enable students to have an open mind to receive feedback and be capable of managing the negative emotional reactions concerning the face issues, which leads taking ownership of learning. Without the balanced status, to retain the interpersonal harmony, peer feedback will be soaked in politeness and might hinders the benefits of help self and peers to take ownership of their learning and to foster the confidence to take action for subsequent improvement.

The work contributes to existing knowledge of assessment and feedback by providing CHC

students to pay attention mainly on retaining the interpersonal harmony which hinders the opportunities to develop making evaluative judgements.

Therefore, the study suggests the definition for feedback is a communication process premised on empathy between the giver and receiver through appraisal of work align with the criteria to congruent the constitute of quality.

The study provided an opportunity for students and researchers to have an in-depth understanding of peer assessment for student-centred learning in Taiwan through a lens of giving and receiving feedback. Students' voices were heard in this study. Their needs and demands concerning student-centred learning were investigated. The study has enriched the literature on peer assessment and student-centred learning in the contexts outside of the main Anglophone countries.

### **7.3. Methodological contributions**

The design and analyses of this research have taken into account a number of suggestions and gaps stated in the literature. In this regard, previously, researchers have pointed out the need for studies conducted in cross-cultural settings, developing a conceptual model of implementing peer assessment, assessing the value of composing feedback and analysing the factors underpinning students' inability or unwillingness to engage with feedback. In line with these proposals, the current study has made a contribution to the peer assessment research by exploring higher education students' implementation of peer assessment in a language learning class through utilising data from the questionnaire, semi-structured interviews and students' composing feedback document.

In this study, besides providing concurrent measurement of students' implementation of peer assessment, the analysis of questionnaires and semi-structured interviews were successful in terms of identifying students' perceptions of advantages and challenges of implementing peer assessment, and how students value composing feedback and the barriers to making use of feedback about their work as they participate in language learning activities. These data collection tools were particularly useful for gaining an understanding of students' voice toward implementation of peer assessment and how they experience the giving and receiving feedback processes respectively. Moreover, since the learning activities in a real classroom setting enabled the analysis of data in relation to the social context, it was possible to obtain clear descriptions of the contextual aspects of student-centred learning. Furthermore, the students' interpretation during the semi-structured interviews supported and facilitated the analysis and interpretation of some of the observational data by providing important insights. For example, during the interviews, the students were able to explain why and



how they felt when facing emotional and motivational experiences, as well as how they attempt to manage affect in order to carry on the engagement with the task. This made it possible to provide insight into developing a conceptual model of implementing peer assessment, identifying processes of self-assessment skills support self-regulation and pinpointing the factors and barriers to students' engagement with feedback. In sum, the analysis of the semi-structured interview data in this study has proved to be successful in eliciting perspectives from the students themselves about their specific learning experiences.

Finally, adopting both qualitative and quantitative analyses techniques in this study has allowed for the examination of students' regulation of learning in a variety of ways as well as having assisted the triangulation of observational and interview data. The triangulation of the questionnaire and semi-structured interview data facilitate the interpretation of the qualitative and quantitative analyses of students' implementation of peer assessment. Moreover, it emerged from the analysis and the findings that different data sources were indispensable for providing details of the complexity of language learning situations.

#### **7.4. Limitations of the study**

In order to address the research questions of the study, a variety of data was collected and a range of analysis techniques was utilised. However, some limitations emerged from the research design and analysis need to be taken into consideration when interpreting the findings and contributions.

Firstly, by focusing on twenty-two students across the language learning activities over time, I obtained a detailed set of data which allowed for an in-depth analysis of higher education students' implementation of peer assessment. However, it should also be noted that because of the qualitative nature of the study, the analysis of students' implementation of peer assessment may have been influenced by my subjective opinion, as I was the only researcher who carried out the analysis of the datasets. Despite that, I bear in mind to put aside my preconceived views about peer assessment practices and remained open-minded paying attention to prevent my personal beliefs and assumptions impacting on the research process. In addition, detailed information was provided concerning the data collection, coding and analysis processes with the purpose of ensuring that the research process was adequately transparent for the readers.

Another limitation was that the sample size of this study was relatively small, with twenty-two students as representatives of their classroom being recruited from a university in Taiwan. This due to several reasons, such as difficulties in accessing schools as an external researcher wishing to

conduct research as well as the problems around obtaining consent from the participants. Accordingly, it was not possible to select the most representative sample of schools or compare the findings for more than one school.

Moreover, the opportunity to carry out the semi-structured interview with students during the data collection process also owing to time constraints. Hence it was not possible to explore students' reflections indicating students' perceptions of advantages and challenges of implementing peer assessment, and how students perceived learning from making judgements of oneself and peers work and the barriers of making productive use of feedback. However, even though the analysis of the semi-structured interviews was able to corroborate only some of the analysis of observational data, it proved to help provide valuable insight into the development of the coding scheme as well as the overall analyses of data set.

## **7.5. Implications of the study**

There are a number of practical implications from the outcomes of this research that language teacher and students may benefit from, particularly if these are also verified by future research. Firstly, there is a need for discussion about the feedback process, strategies of assessment and external and internal feedback rather than the piece of work. The discussion focuses on the role of feedback for the work in progress, how to make feedback sustainability, and the barriers to making productive use of feedback. This teacher-student discussion facilitates students' appreciation of feedback process and builds a consensus between teacher and student perception of feedback.

Secondly, training in peer feedback needs to become core elements of the curriculum in order to develop students' capability of making evaluative judgements and can thus reducing reliance on the teacher to make decisions about the quality of their work. Simultaneously, students foster self-assessment and self-regulation skills by monitoring their learning progress and generating internal feedback to adjust the subsequent engagement strategies. Training activities such as teacher-led dialogues about exemplars help students to recognise the characteristics of quality work and develop students' capacities to make judgements.

Thirdly, carefully design curriculum and learning tasks to promote the notion of taking actions. In the work of draft in progress require students to show how they use the feedback in the subsequent work and how the feedback improve their work or learning strategies.

Finally, curriculum designs facilitate students effectively engage in the peer assessment if they are systematically embedded throughout the programmes. For examples, students could be introduced

to the notion of feedback in native-speaking courses in their first year of studies and be expected to develop it in language learning courses and progressively through staged activities. It is important to invest sufficient resources and support in the first year of studies to establish students' value of feedback and then they can truly appreciate the learning benefits later on. In sum, all these interactions appeared to prepare students to build a collaborative classroom with a trusting relationship in which students could acknowledge the value of feedback enhancing learning.

## **7.6. Future directions for research**

Having investigating higher education students' implementation of peer assessment in an English language learning setting over time, this study has elicited a number of issues which could be drawn upon for future research.

Firstly, regarding the findings of this study on retaining interpersonal harmony by asking reflective questions (see Section 6.2.1.2), it would be fruitful to continue to whether the approach to providing feedback in a non-evaluative manner reduces face-threatening and enhance sustainable feedback. Extending this line of research would contribute to our understanding of how to deal with potential face issues during the feedback process which commonly appears in CHC settings.

In addition, it would be particularly valuable to explore the effects of a training session for students to address their composing and receiving feedback skills or a workshop providing students with instructions on feedback processes in relation to supporting self-regulation. This type of research, which could be designed and implemented in collaboration with the teachers, can provide a deeper understanding of how feedback processes could be enhanced and support in a variety of collaborative learning atmosphere, but also give the practitioners the picture of how to implement peer assessment effectively.

Finally, this study's outcomes indicate that the process of students' provision feedback interaction with a higher, and equal or a lower level of proficiency peer or even if they worked on their own expand students' zone of self-regulated action (see Section 6.2.2.5), these findings have not been linked with students' actual language learning achievement since this was not the intention. However, considering the previous research which suggests that there is a positive relationship between feedback provision and expand zone of self-regulation (van Lier, 1996), there is certainly a need for further research exploring how students interacting with various level of peers or even work on their won associated with students' language proficiency enhancement during peer assessment practices.

## **7.7. Final words**

To fulfil the goal of feedback for learning, a student should come with a growth mindset to accept the current self and keep challenging himself and persistently moving learning forward.

Learning through peer assessment is increasingly becoming commonplace in many student-centred classrooms around the world. Students are expected to develop the evaluative judgements and development of feedback literacy so that they can have the capability to make decisions about the quality of work and the ability to take ownership of one's learning which contribute to a core capability for the workplace and lifelong learning.

While the importance of peer assessment in student-centred learning is widely acknowledged, there is also still an ongoing debate among scholars, educators and policymakers. The following issues should be taken into consideration including how the pedagogical potential of peer assessment can be harnessed by teachers across multiple activities and contexts, how the composing and receiving feedback process can be supported both in and beyond the school settings, and what are effective forms of interactions that shape students' feedback process.

The research in this thesis has sought to contribute to this current discussion by exploring the feedback process to encourage higher education students' self-regulation during their engagement in peer assessment activities in the context of English language learning.

In a nutshell, the findings of this study have elicited that for successful engagement with (composing and receiving) feedback process, it is critical for students to activate the reflective process to self-monitoring and evaluation their work and use the self-generated internal feedback to inform them about the progress and self-regulation. Thus, several ways to support and promote students' engagement with feedback have been recommended.

It is my hope that this research will inform researchers, teachers as well as curriculum developers about the importance of implementing peer assessment to developing students' capability of making evaluative judgements and activating students self-regulated learning and hence contribute to the development of better, more effective practices regarding student-centred learning.

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## APPENDICES

### Appendix A: Table of Approximate Score Comparability

The Taiwan Ministry of Education (MOE) established an English proficiency benchmark policy for college undergraduates in its 2005-2008 Administration Guidelines to promote globalisation in Taiwan's tertiary education. The MOE required each university and college to set their own English benchmark for graduation, using the GEPT (General English Proficiency Test) or other language tests, such as TOEFL, TOEIC and IELTS. Students are required to demonstrate their English proficiency by passing a certain level as a criterion for graduation. Below is the table of approximate score comparability across the GEPT and several widely-used language tests, and their mapping with the CEFR.

GEPT	CEFR	TOEFL iBT	TOEIC	IELTS
Advanced	C1 Effective Operational Proficiency	110-120	880 or above	6.5-7.0
High- Intermediate	B2 Vantage	87-109	750 or above	5.0-6.0
Intermediate	B1 Threshold	57-86	550 or above	3.5-4.5
Elementary	A2 Waystage	---	350 or above	3.0

Source: [http://www.lttc.ntu.edu.tw/E\\_LTTC/E\\_GEPT/alignment.htm](http://www.lttc.ntu.edu.tw/E_LTTC/E_GEPT/alignment.htm)

## Appendix B: Peer assessment for Oral Presentation Questionnaire

Dear students,

First, I would like to thank you for your cooperation in taking a few minutes to answer the following questionnaire. The questionnaire should take approximately 10 minutes. The purpose of this questionnaire is to study students' perceptions toward peer assessment for oral presentation. The data collected from the questionnaires, interviews with students are only obtained for the study and will not be used for any other purpose.

親愛的同學：／

首先。感謝您寶貴的時間填寫這份問卷。這份問卷是想研究學生對於在英語口語簡報上使用同儕互評的看法。此問卷以及訪談所搜集的資料將只為研究所用。／

### I. Background information

1. Subject area: 系所.....
2. Gender 性別: Male 男 ..... Female 女.....

### II. Perceptions towards peer assessment for oral presentation

1. Peer assessment helps me improve my pronunciation.  
同儕互評對我的英語發音有幫助。/  
☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree
2. Peer assessment helps me improve my intonation.  
同儕互評對我說英語的語調有幫助。/  
☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree
3. Peer assessment helps me improve my fluency.  
同儕互評對我英語口說流利度有幫助。/  
☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree
4. Peer assessment helps me improve my grammar and build up my vocabulary.  
同儕互評對我學習英語文法和增加字彙量有幫助。/  
☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree
5. Peer assessment helps me learn from other students' capability in speaking.  
同儕互評讓我可以從同學的英語口說優點中學習。/  
☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree
6. Peer assessment makes me aware of my strengths and weaknesses in speaking.  
同儕互評讓我瞭解我英語口說上的優點和缺點。/  
☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

7. Peer assessment helps me learn many skills required to converse well with others.

同儕互評讓我學習到和別人對話溝通時需要的技巧。/

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

8. Peer assessment helps develop my critical thinking. I have learned how to make judgements and provide helpful feedback.

同儕互評對我的批判性思考有幫助，我學習到如何給同儕回饋以及給出有幫助的回饋。/

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

9. Through peer assessment activities, I became more interested in speaking English.

透過同儕互評的活動，我對英語口說更有興趣。/

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

10. Through peer assessment activities, I became more confident with speaking English.

透過同儕互評的活動，我對英語口說更有信心。/

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

11. Any comments about peer assessment? Please write down your opinions on the advantages and disadvantages of peer assessment.

對同儕互評有任何其他的建議嗎？同儕互評活動的優缺點為何？請詳述之。

.....  
.....  
.....



## Appendix C: Peer Assessment Experience Questionnaire (PAEQ)

### Introduction

I would like to invite you to take part in a research project. Before you decide you need to understand why the research is being done and what it will involve for you. Please take the time to read the following information carefully and ask questions about anything you do not understand.

### The purpose of the study

This study aims to understand how higher education students in Taiwan experience the process of giving and receiving feedback

Dear students,

First, I would like to thank you for your cooperation in taking a few minutes to answer the following questionnaire. The questionnaire should take approximately 15 minutes. The purpose of this questionnaire is to study students' experience of and attitudes towards peer assessment. The data collected from the questionnaires, interviews with students are only obtained for the study and will not be used for any other purpose.

親愛的同學：

首先。感謝您寶貴的時間填寫這份問卷。這份問卷是想研究學生對於在英語口語簡報上使用同儕互評的看法。此問卷以及訪談所搜集的資料將只為研究所用。

### I. Background information 基本資料

Gender 性別: Male 男性.....

Female 女性.....

Subject area: 系所: .....

### II. Attitudes of peer assessment 對同儕互評的態度

1. Have you had any previous experience critically reviewing the work of peers at university?

//// 曾經在大學課堂有過同儕互評的經驗嗎？

☐ Yes ☐ No

2. Whether it would be worthwhile for students to allocate a mark for each piece of work as part of the peer assessment process?

//// 你覺得必要在同儕互評時給成績嗎？

☐ Yes ☐ No ☐ Don't know

3. Would you choose to participate in a peer assessment exercise in the future?

//// 在未來希望再參加同儕互評的活動嗎？/

☐ Yes ☐ No ☐ Maybe ☐ Don't know

Please respond with respect to your experience so far of the programme named above, including all its assessment components. On a scale from 1 to 5, (where 1='strongly disagree', 2='disagree', 3='neutral', 4='agree', and 5='strongly agree'), please rate your agreement with the following statements.

請根據你同儕互評的經驗回答以下的問題/(其數字代表意義如下：1 表示非常不同意, 2 表示不同意, 3 表示沒意見, 4 表示同意, 5 表示非常同意)/

/

### III. Amount and distribution of study effort 學習所需的花費時間以及分配/

4. The way the assessment worked you had to put the hours in regularly every week

//// 每週都要在同儕互評的作業上花費好幾個工作時數。/

5. On this course, it was necessary to work consistently hard to meet the assessment requirements.

在這堂課中，我需要持續的認真工作才能達到評量條件。

#### **IV. Goals and standards of peer assessment 同儕互評的學習目標和標準/**

6. The assessment goals, criteria and standard setting had been clear in introductory sessions.

同儕互評作業的學習目標，標準在課程簡介時都有清楚介紹。

7. The peer assessment process and timescale were given and explain during the introductory sessions.

同儕互評的流程和時程表都有在課程簡介的時候提供。

8. The peer assessment process and timescale were given and explain during the introductory sessions.

課堂簡介中有清楚介紹在本研究中使用的同儕互評的平台 Facebook 之使用方法，以及提供練習機會。

#### **V. Quantity and timing of feedback you received from peers 同儕反饋的數量和即時性**

9. I got plenty of feedback on how I was doing throughout the peer assessment processes.

透過同儕互評的過程，我得到很多關於我的表現的反饋。

10. Feedback on my work had been timely.

我得到的同儕是及時的。

#### **VI. Quality of the feedback you received from peers 同儕反饋的質量**

11. The feedback mainly told me how well I was doing in relation to others.

我得到的反饋主要是告訴我相對於別人我做得如何。

12. The feedback helped me to understand things better.

我得到的反饋幫助我更了解作業。

13. The feedback showed me how to do better next time.

我得到的反饋有提出下次我該如何改進的方法。

14. I understand some of the feedback on my work.

我得到的反饋中，部分內容我是瞭解的

15. I could see from the feedback what I need to do to improve.//

從我得到的反饋中，我知道作業中有哪些部分是需要修改的。/

#### **VII. Quality of the feedback you provided to peers 你給予反饋的質量**

16. My feedback acknowledged peers' strengths.

我給予的反饋有寫出同儕的優點。

17. My feedback explained the basis of peers' strengths..

我給予的反饋有根據同儕的優點給出解釋。/

18. My feedback acknowledged peers' weakness.

我給予的反饋有寫出同儕的缺點。

19. My feedback offered corrective advice.

我給予的反饋有提供修改的意見。

20. My feedback explained the reason for the corrections.

我給予的反饋有解釋為何要修改的原因。

21. My feedback offered encouragement.

我給予的反饋會提供鼓勵。

22. My feedback encouraged further learning through reflective dialogue.

我給予的反饋會讓同儕透過自我反思的對話有更深度的學習。

23. My feedback encouraged further learning through references to resource materials.

我給予的反饋有提供參考資料並促進深度學習。

24. My feedback avoided personal judgments/used of negative words and/or phrases.

我給予的反饋有避免個人的評斷/負面的字眼或片語。

25. My feedback fed forward to peers' subsequent work/ assessment tasks.

我給予的反饋可以讓同儕使用到下一次的作業或評量的作業。

26. My feedback related to the assessment criteria.

我給予的反饋是以評量標準為本的。

### **VIII. What do you do with the feedback 你如何利用同儕反饋**

27. I paid careful attention to feedback on my work and tried to understand what it was saying./

我認真的看待我得到的反饋，而且試圖去了解它想要表達的意思。/

28. I used the feedback to go back over what I had done in my work.

我會將我得到的反饋去對照回顧我的作業。

29. The feedback helped me with any subsequent assignments.

我到的反饋對於後續的作業是有幫助的

30. I used the feedback for revising.

我會使用我得到的反饋來修改作業。

31. I read the feedback.

我有讀我得到的反饋。

/

Comments you would like to make? 對於平儕互評的練習有任何其他到建議嗎？

.....  
Thank you very much for taking the time to complete this survey. I am interested in exploring students' perceptions of feedback and the factors that make assessment and feedback in Higher Education challenging. Your responses are completely anonymous. If you have any question about this project, please contact I-Fen Lin ([i-fen.lin@kcl.ac.uk](mailto:i-fen.lin@kcl.ac.uk)).

## **Appendix D: Interview Questions**

Thank you very much for taking part in this interview. The purpose of this interview is to investigate the students' perceptions of and attitudes toward peer assessment. There are no right or wrong answers to any of the interview questions. Please answer the questions as frankly as you can base on what you do, not on how you think you should answer. The aim is to find out how you engage yourself in peer assessment and what the factors influencing the implementation of peer assessment. Your responses will remain anonymous, and all information will be treated in the strictest confidence. The interview should take approximately 30 minutes.

Participant no: ..... Date:.....

Gender:..... Subject area: .....

1. Have you ever experienced peer assessment before? If yes, please describe.
2. What did you learn from peer assessment activity?
3. How did you go about doing the review of the other students' work?
4. When you were doing it what was going on in your head, can you remember?
5. What was the sequence of steps you took in carrying out the review?
6. What were you thinking as you were carrying out the review?
7. What were your concerns about the peer assessment practice? Did you have better understanding of the assessment criteria through the exercise? Would you like to participate in peer assessment in the future? Do you have any suggestions for the design of the peer assessment activity? If so, please comment on it.

## Appendix E: Peer Feedback Document

### Group 1\_1<sup>st</sup> feedback

<b>Chih-Lung</b>
<p>Group 1 make progress than before. They have creativity in the begining of the vedio. Full of the atmosphere of playing baseball.</p> <p>Their introductions have subtitles and outline make me clearly understand what they want to express.</p> <p>@昕峻 You are still a vivid host, but you look nervous and speak disfluently in the vedio at 1:37. You can do better</p> <p>@奕能 Your introduction of in the zone is very detailed, but your image in vedio is a little far. Maybe the lens can zoom in, for example at 4:28, so the introduction will be clearer.</p> <p>@明鏘 Your introduction of swinger is very detailed, but you have unclear pronunciation in the vedio at 4:41. You can make it clearer next time.</p> <p>@人瑋 Your introduction of gripping is very detailed, but you don't have decomposition of movement. Next time you can introduce step by step.</p> <p>Group 1 express their passion for baseball. But some movement can introduce more distinctly so that they will be better next time.</p> <p>SINCERELY</p>
<b>Po-Hsun</b>
<p>Group 1 I think you have a good movie this time. Very interesting but also very detailed explanation. The beginning of the animation that makes me feel very good into the subject.</p> <p>@昕峻 I feel more mature if you can remember. the next time will be more fluid and good, but i think your performance is very good.</p> <p>@奕能 I think your explanation is very detailed, but if you can be more familiar to what you say will be more fluent and better.</p> <p>@明鏘 I think your explanation is very detailed and very vivid, there are some places like edit too fast, two people work together is more easily to know.</p> <p>@人瑋 You look a little nervous, standing there motionless explanation grip. You can make a mistake and then do a right. we will more easily understand what you right grip.</p> <p>You show your passion for baseball. I feel that is great. Look forward to your next performance.</p>
<b>Yun-Chih</b>
<p>Group 1 Baseball is my favorite sport, so particularly interested in watching this film.</p> <p>@昕峻 Can see that opening a little nervous, I think you need more practice to achieve better results</p> <p>@奕能 See you on the baseball very understanding and very detailed description, but I think when you express that in the lively</p> <p>@明鏘 Using body to explain so that we can more clearly understand, but feel a little a bit stiff</p> <p>@人瑋 Take it easy, I can see for a very full!!! you can do better</p> <p>Maybe group 1 can use subtitles, because the radio a bit more distant from the poor</p>
<b>Li-Yu</b>
<p>Group1, I really like your theme, teach people how to bat in baseball like a pro.</p> <p>Furthermore, You real shoot video the baseball diamond, and teach people how to play baseball very detailed gesture description. I think you is really great. My own feeling you really are born actor, and you have great team chemistry among the group members.</p> <p>Not to mention, You have films with subtitles, people more clearly the contents of your.</p> <p>I feel you are very sweet.</p> <p>昕峻, I sensed you did well as being the bost. I really like your opening, Is a very interesting beginning, will make people want to continue to watch the video. Nevertheless, You did not probably introduced the beginning of the outline of your video, and end of the film you did not do</p>

a summary conclusion. My own feel if you could the beginning and end more detailed description, perhaps you can make your video more complete.

奕能and明鐸,I think your description is very detailed.You were clam and confident, nevertheless Video noises a little loudly,I can not clearly hear your voices. Maybe you can try to speak a little louder, or a change in venue relatively no noise.

人瑋,I think if you can practice a few times,lets your spoken a little more fluent, might get you a little more confident. moreover, Can you try to look into the camera it? maybe can make your vedio better!

For your 1st recording, please keep the following suggestions in mind:

First of all,Your video a little loudly noises, I'm sure everyone could not clearly hear your voice.

Perhaps you can change shooting venue, or change a relatively no noise in the shoot equipment.

Final point, You teach people the correct posture when to play baseball, you can pull into the shooting angle. So that everyone can clearly see your posture, perhaps everyone can make it clearer your description.

I am looking forward to your next presentation !

### **Miao-Hui (Chen)**

Group1, your video is interesting and you opening is attract me. Your video introduce” How to bat in baseball like a pro.” I think it will big help for us. I can’t play baseball but watch your video I can learn how to bat in baseball.

You have three parts to teach us. First part is “get a grip”. Second part is “ in the zone”. Finally part is “swing”. I think you introduce very clear. You use some simple steps to let us easy to learn. You also have a lot demonstration the correct action. It can let us know specific action.

Your video has some noise. If you can improve this problem, it will better. We can more concentrate on your video. I am wondering you maybe should wear some protective gear. It can protect you get hurt. Perhaps you think just demonstration didn’t wear protective gear. But I think carefully can avoid getting hurt. It is pain to hit your body by ball.

I think your video is great. To continue to develop you presentation skills you can progress next time. I look forward your presentation next time.

Best wishes!

### **Pei-Hsun**

Group1,I agree with 妙慧,your video is so interesting with familiar song on behalf of Taiwan's baseball. But, if you can shorten the song to add extra interesting content would be better.

Besides, what you teach us is so professional that teach us a lot of difficult skills to play baseball like a pro. And, subtitles are very useful to let us understand some hard words and what you want to tell us clearly.

@昕峻,you did such a good host with continued smile. It let the audience really expect to see that. I believe that you must spend a lot of time preparing and doing rehearsal. But, if you can speak more fluently and naturally would be better.

@奕能,you speak very well with wonderful introduction and performance. However, if you can speak more slowly and when you speak the important point, you could emphasize what you really want to express would be better for your presentation.

@明鐸,you prepare perfectly and speak well. When you introduce, your team partners' action looks very vivid. But, in 3:10 width --->[wid0] you could notice the pronunciation and speak louder.

@人瑋,when you introduce how to get a grip, you look very professional especially the teach with action. But ,if you can do more practice and speak more fluently will make you see much more like a baseball coach.

Finally, you really teach us how to bat baseball like a pro with so many interesting contents and performance even with considerate animation.

However, you can improve your video sounds next time. Some radio interference appear in your presentation.

In my opinion, you use too many professional words it could possible cause some audience who are not familiar with baseball hard to understand.  
What's more, don't forget to have some conclusion.  
Go fighting!!!!

### Wan-Chuan

Group1, I think your topic "How to bat in baseball like a pro." is an interesting and specialized topic. Most of all, your music and tools are very match to your topic. Besides, your opening is very energetic and special about introduce your group members that I'm very like it!

@昕峻, your voice is very clearly and loudly that I can hear clear what do you talk about. But if you can do more practice about your script that would be more fluently! And here are some mistakes about pronunciation: endeavor[ɪnˈdɛvə] at 1:36 seconds and succeed[səkˈsɪd] at 1:39 seconds.

@奕能, I'm very fond of your gesture about throwing a ball that looks like very powerful. When you explained about swinger topic with 明鐔 that was very detail. It's a pity at 4:44 seconds that you have not introduce in the end but the screen is cut down.

@明鐔, you have a clearly explanation by use your hands to indicate where should we adjust our gesture when we played baseball. And I think you are a good model to provide a clear demonstration when 奕能 was talk about swinger topic. But here are some mistakes about your presentation: your voice should be more loudly. And about kneecap[ˈni,kæp] pronunciation at 3:21 seconds.

@人瑋, I think you can have more energetic about "get a grip" topic when you introduced. And when you were introduced about how to hold a bat by correct gesture that you can use your hands in dissolution action that would be great! And you have a mistake about knuckle[ˈnʌk!] pronunciation at 2:23 seconds.

Finally, I am very like your opening that looks full of energetic. And I have a idea about your tools like "a cap"! I think if you could wear a cap that looks more like a specialist!  
Best wishes!

### Chia-Ching

Group1, Your beginning is so great, and you have more details in the video, I think I can play baseball soon. I like your group member introductions.

@昕峻 you are a good host in the video, and your introduction is great than last time, but I think you can more smile in the video.

@奕能 your explanation is detailed, and your speech is clear in the video, but I think you can

<p>close the actor and use your body language when you explaining.</p> <p>@明鋆 I think your voice can more loud in the video. you use more body language in the video, I think that can explain more clear.</p> <p>@人瑋 I agree with 柏勳, you look a little nervous in the video, I think you can more relax when you speaking.</p> <p>group1 Your video is more interesting in this time, but I think you all serious in the video. you can play in the video!</p>
<p><b>Po-Yu</b></p> <p>GROUP 1 with the detailed explain, each member seems cooperate with each other!</p> <p>@昕峻 has a good beginning, speech fluently and easy attitude</p> <p>@奕能 and @明鋆 speak as good as usual with good body language when you explain the position of playing baseball</p> <p>@人瑋 you looks a little bit nervous, maybe there are too many technical words in the sentence, try another way or practice more will be fine.</p> <p>the animation in the video still good, but I don't understand witch member is speaking during 4:00~4:17. if you can tag a note that will be good</p>
<p><b>Yi-Wen</b></p> <p>group1, Your self-introduction is so special. your introduce to baseball very detailed, I think that playing baseball is not difficult. It is a pity, background sound is too loudly, I can't hear your voice very clear.</p> <p>@人瑋 I think you too nervous, so you often do not see the camera.</p> <p>@明鋆 performance by your body language makes me to know more about baseball</p> <p>@奕能 and 昕峻 Presentation of baseball action your very carefully, your ability to express is also very good. your confidence make the video more dramatic.</p>
<p><b>Yun-Cheng</b></p> <p>Your teaching is detailed, English explanation and the demonstrate perfect match. But your emphasis is in bat, so maybe it is not must necessary to photography in the outdoors ? some noise have disturbed your voice, it's a little pity.</p> <p>If some part can be photographs at indoor or passage, the effect will bacome more better.</p> <p>昕峻 and 奕能, your explanation is very fluent, the lines are very coherent and skilled.</p> <p>人瑋, your expression is stiff, and the eyesight often floats,</p> <p>明鋆, your explanation match movement very well, make we easy to understand the detail.</p>



## Group 1\_2<sup>nd</sup> Feedback

<b>Chih-Lung</b>
<p>Group1, Your beginning and group member introductions is so great like pervious and you still introduce detailed in the video, .</p> <p>@昕峻 Are you a baseball player? Your self-introduction is so special and you still a good host in this time.</p> <p>@奕能 Your explanation is detailed like pervious. And you add more gesture to express that know clearly than before.</p> <p>@明鏘 I agree with @柏勳, and you should check "to"&amp;"for", too. But your introduction is detailed.</p> <p>@人瑋 Your introduction of gripping is very detailed like pervious .But you look so nervous to express the decomposition of movement. You should remember your manuscript.</p> <p>group1 Your vedio is full of passion in baseball !!!!! And you have clearly subtitles is very good intention Maybe. Next time you can play the game practically.</p> <p>Sincerely~~</p>
<b>Po-Hsun</b>
<p>I think this time bat come to nothing is quite a interesting picture. But this time to speak with the subtitles in some where there is different.</p> <p>@昕峻 You Bat with your facial expressions actions is really interesting. I feel you very enthusiasm on Baseball. I think you're doing well</p> <p>@人瑋 This time you change of a small bat to demonstrate grip. I think this is good. You are also described in detail in this time.</p> <p>@明鏘 in 3:06 it's " all " a matter of what feel comfortable to you. You miss that all. and that five to seven inches. I hear you say "five or seven"</p> <p>@奕能 Very detailed and explained in the next step by step was to do a great demonstration of this. Maybe you can have a person with the ball flying past and then Bounce the ball directly hit.</p> <p>Very hard on your group we also see very clearly subtitles</p>
<b>Yun-Chih</b>
<p>Group 1 Baseball is my favorite sport, so particularly happy in watching this film.</p> <p>@昕峻 Can see that opening nervous, I think you need more practice to achieve better results.</p> <p>@奕能 See you on the baseball very understanding and very detailed description, but I think when you express that in the lively.</p> <p>@明鏘 Using body to explain so that we can more clearly understand, but feel a little a bit stiff.</p> <p>@人瑋 Relax, I can see for a very full!!! you can do better</p> <p>it's more better than first. keep going !!!!!!!!!!!!!</p>
<b>Li-Yu</b>
<p>Group1, I really like your self-introduction in the video when the opening, I think is a very interesting beginning. Furthermore, You real shoot video the baseball diamond, and teach people how to play baseball very detailed gesture description better than last time.</p> <p>I still feeling you really are born actor, and you have great team chemistry among the group members.</p> <p>昕峻, You did not probably introduced the beginning of the outline of your video, and end of the film you did not do a summary conclusion.</p> <p>This comment suggested that I have written in the last time, but you did not adopt.</p> <p>My own feel if you could the beginning and end more detailed description, perhaps you can make your video more complete.</p> <p>奕能和明鏘, I observed your description is very detailed, and last time I give to you, hope you can speak a little louder voice, you are in this video has been done in the revised.</p> <p>I feel very happy, on behalf of my suggestions are helpful to you.</p> <p>Not to mention 明鏘, I can not hear you talking about "through" in the video at 2'44, maybe you</p>

can go to confirm your pronunciation.

人瑋,I think you must be practice more times,lets your spoken a little more fluent, might get you a little more confident.

Because I feel you looking at paper,When the time in the video 2'20,you do not look natural.

Moreover,Is also possible that because you do not look at the camera.

For your 2nd recording, please keep the following suggestions in mind:

First of all,Subtitles and video you practical spoke a little different,I'm sure everyone have this confusion.

Perhaps you can confirm the detailed,or you can listen to your talked about content in the video,in you video post-production subtitles.

Final point,Because you are teach people how to bat in baseball like a pro,In order to you the next video better than this time,I think you could change your clothes,for example, you can wear sportswear,let you feel comfortable and be sure to protect yourself.

Not to mention, Maybe you can refer to our video.

I am looking forward to your next presentation !

### **Miao-Hui (Chen)**

Group1, your video opening is vigorousness. The music and scene are very powerful. When we watch the video, we feel full of energy. The baseball looks like very interesting. I think baseball is so boring sport in the past. Now, I feel maybe is not dangerous just I need to learn how to play it.

You had given us many demonstrations. And you detail tell us how to use the bat when you play baseball. Your presentation is so good but I have some suggestion for you. One suggestion is when 昕峻 is introducing in the beginning, the background music could turn small. Another one is when 奕能 introduce “ you'll want to start your stride with your leg”, you can take the 明鐔 entire body. I t can let us more understand him demonstration's action.

Generally your presentation is great. The video just some part need to improve. To continue to develop you presentation skills you can progress next time.

Best wishes!

### **Pei-Hsun**

Group1,this time you mix the tawainese famous baseball song and your introduction for your members perfectly. Your animation is very suitable.

What's more,your video's interference last time is correct and improve a lot this time.

However,Do you want to say "Let's get started" instead of "That get started"?

@昕峻,you make a big progress in presentation.I even hardly can find some wrong.Give a big applause to you:)

You can check the sounds disappear and sounds link's skill to let you speak much more like a foreigner.

@人瑋,ypur introduce is let us understand how to get a grip totally.In my opinion,you could add more your personally facial expression and emotion next time would let your performance wonderful.

@明鐔,you look very professional when you introduce.With the action your team member play let your presentation more interesting!! It's really show your team chemistry.

But 2:43 you could notice must-->[mast],and to practice the script more.

@奕能,your smile is so cute.You speak fluently but you could take more care about the stop spot(頓點) to let your speaking better.

In conclusion,you have many sports smart.You really teach us all kinds of postures in playing baseball.But,if you could brief summarize what you teach in conclusion next time!!

Best wishes~~

### **Wan-Chuan**

<p>Group1, I think your topic "How to bat in baseball like a pro." is an interesting and specialized topic.your opening is so full of energetic and powerful. I'm really like it and make me feel enthusiastic.</p> <p>@昕峻, your action is very stable and naturally. And you are look like a pro baseball catcher! But you still have some pronunciation's mistake:</p> <ol style="list-style-type: none"> <li>1. watching[ˈwɑtʃɪŋ] at 16 seconds.</li> <li>2. succeed[səkˈsɪd] at 1:28 seconds.</li> <li>3. three times at 1:29 seconds. You loose "s" in last.</li> <li>4. considered[kənˈsɪdəd] at 1:32 seconds.</li> </ol> <p>@人瑋, you have a big progress in this video than first one. Because you describe the ways step by step by your hands. It's really an important action that make audiences knows how to grasp the bat properly.</p> <p>@奕能&amp;明鏘, I think you will do a good job in this video. Because your operate in coordination is very match. Besides, your describe is clearly and obviously that I know how to play baseball correctly.</p> <p>You have a good action teach us how to play baseball. I think we have a basic knowledge front your describe. Finally, I really like your opening atmosphere that make me feel powerful and happy. Keep going.</p> <p>Best wishes:)</p>
<p><b>Chia-Ching</b></p> <p>Group1,I really like you try to imagine that you are in the diamond of NTUST,and your beginning song really encourage our mind.</p> <p>@昕峻 I think in 0:19,it is "today we are..." ,but I like your actions in the video.</p> <p>@奕能 in 4:34 you instantly relax,I think you can do that in next time.</p> <p>@明鏘 you use so many gesture when you introduce.I think you can try to show yourself.</p> <p>@人瑋 when you show your fingers in the video,I think I can learn how to use the bat.</p> <p>Group1, you don't have critical shortcomings,but I think you can more relax in the video.you are so serious!</p> <p>let your video be interesting.</p>
<p><b>Po-Yu</b></p> <p>the animation of performance is really attractive,and the picture all very high quality that make auditors pay attention to yours performance.and I think all of you can be more active and the voice in video is too low. I hear the sentence very hardly.</p>
<p><b>Yi-Wen</b></p> <p>Group1,Your instruction is better than before.It make your video vivid that you use movement to support your description. Your video let me interested in baseball and I went to try play it.</p> <p>@昕峻 I think that you want to say"Today we are " but you say" we are today "at 0:19</p> <p>@人瑋 You speak some differences with subtitles in 2:11 and 2:28. I hope you can improve this shortcoming that can avoid misunderstanding of others.</p> <p>@明鏘 You appear not finished of your speak at 3:28. You can pay attention to edit your video.</p> <p>@奕能 You perform well. I hope you to continue to maintain.</p>
<p><b>Yun-Cheng</b></p> <p>You teaching is focus on grasp and attacks, so I thought that indoor is more suits to you, then it will avoid many noise.</p> <p>昕峻,Your introduction fillsthe enthusiasm of baseball, as wants to promote this movement.</p> <p>奕能and明鏘,your illustration with actor's movement have a perfect union, let we very easy to understand the rules and the postures.</p> <p>人瑋,the rise and fall of your mood could more exaggerative,</p>

you always let me think of 全聯先生...

## Group 1\_3<sup>rd</sup> feedback

### Chih-Lung

Group1 You have a passion for baseball. By the introducing detailed, I'm infected with you again.

@昕峻 Your presentation is full of confidence. But you talk a little stutter in 1:39-1:48. You can speak fluently next time.

@奕能 Your introduction is still detailed. However your eyes usually floated in 3:48 that look like nervous with you. You should more confidence like @昕峻.

@明鏘 Hey~~your presentation have the progress, you add more gesture and speak fluently this time. Keep on doing !!!

@人瑋 The lens a bit unclear when you introduce yourself in 0:59. You speak very well but you need to show more naturally. TO think of as a professional guide.

Group1 I can not play baseball from the previous, but after three times of details of the performance and presentation of subtitles. I learn how to play baseball. Maybe next time we have chance to play the practical baseball game together.

### Po-Hsun

i think your group is very good this time. introduce very detailed. step by step teach how to play baseball. I think it is good.

@昕峻 in 1:50 "some simple step" sounds like "something point step" But better there are subtitles so it's ok. in 1:59 It turned the screen that is very interesting. Generally good.

@人瑋 This time, you said more detailed. you are good to explain the movement step by step. so good.

@明鏘 It is very good on the side while doing the movements and explain your side. that make me more easily to understand.

@亦能 When you explain your eyes always drift. As if you are not sure to say. To do the movements of people help you point that important point. maybe you can point by yourself.

This movie is really details teach how to play baseball. And there are subtitles to help. There is also the beginning of good music. so good.

### Yun-Chih

Group 1 Baseball is my favorite sport, so particularly happy in watching this film. But I think I can find some professional video to learn the correct action

@昕峻 Can see that opening nervous, But has made great progress, and in the eyes of the talks are unlikely to wandering, which may be the place to note

@奕能 See you on the baseball very understanding and very detailed description, but I think when you express that in the lively.

@明鏘 When feeling very stiff in the description. Bat stop shaking, hard to pay attention to

@人瑋 Relax, I can see for a very full!!

After three performances you have made great progress, but you have to face the real foreign speech a little more natural !!!!!!!!!!!!!!!

### Li-Yu

Group1,I still really like your self-introduction in the video when the opening, I own feeling is a very lively beginning.

Furthermore, You teach people how to play baseball very detailed gesture description better than last time.

I notice you have great team chemistry among the group members. Good job ! not to mention last time I give to you, hope you can wear sportswear, let you feel comfortable and be sure to protect yourself, you are in this video has been done in the revised.

I feel very happy, on behalf of my suggestions are helpful to you.

昕峻,I observed you did a good job as being the host, so that your video have a good opening. not to mention , you can confirm the pronunciation of "to", when the time in the video 1'50, I hear you say "talk" teach, you can check again.

奕能and明鐸,You were clam and confident, nevertheless Video noises a little loudly,I can not clearly hear your voices. Maybe you can try to speak a little louder, or a change in venue relatively no noise.This comment suggested that I have written in the video first time, In the second movie, you have to improve, perhaps you can when shooting, can be more attention to environmental noise. not to mention 明鐸,I can not hear you talking about when the time in the video at 2'52, maybe you can go to confirm your video.奕能,I found your video is last time, what are you wrong?

人瑋,I think you introduction better than last times,surely you has been to practice many times,because you are in the video the overall looks more a natural and confident.

not to mention , you can confirm the pronunciation of "base",when the time in the video 2'08, I hear you say "butoff" teach, you can check again.

My own feel if you could the conclusion more detailed description, perhaps you can make your video more complete.

First of all,Subtitles and video you practical spoke a little different and wrong, for example when the time in the video 1'04, Subtitles should be "introduction", but But you write the captions is "itroduction.I'm sure everyone have this confusion.

Perhaps you can confirm the detailed,or you can listen to your talked about content in the video,in you video post-production subtitles.

Final point,our video a little loudly noises, perhaps you can change shooting venue, or change a relatively no noise in the shoot equipment.This comment suggested that I have written in the video first time,

In the second movie, you have to improve, perhaps you can when shooting, can be more attention to environmental noise.

### Miao-Hui (Chen)

Group1, thank you for your teach us how to bat in baseball like a pro. You are all good coach. The music and scene are very powerful. When we watch the video, we feel full of energy. I really like the music.

@昕峻, your presentation is good but I am wondering your part a little noise in the video. Maybe you need to improve this question, and it will better.

@人瑋, my own feel about your performance is more and more great than before video. I think

you should do more practice, so you are progress very much. Keep doing the good job.

@明鐔, you are introduction is clear and careful about in the zone. But you are have same question with昕峻, your video are a little noise.

@亦能, your presentation is always keep at good level. Hope you can continue have good performance.

I am wondering you are all good demonstrator. You careful and correct present the gesture. My own feel about you need to brief mention what are you introduction in conclusion. It can let us review about your content. I think it can help us learn. You are entire good about your video. To continue to develop you presentation skills you can progress after.

Best wishes!

### Pei-Hsun

Group1,you have totally strong team chemistry.Your performance and interaction is very natural.Besides,your interesting action in demonstrating how to play baseball is very funny.But, I suggest you could change a little content in the different times video.

@昕峻,you talk about some interesting famous baseball players saying to let us feel more curious how to play baseball like a pro.But, in the video,why are you look so tired?

@奕能,you are still so cute with smile.You teach us how to play it and do a excellent swinger.It really useful for people like me know few about how to hit the ball.

But, in the middle part of your video,you are out of the camera.Although doing that can let your voice more louder and clearer,it is not well at all. Audience want to see you....

@明鐔,you do a good job in perfect presentation.But,if you wear shirt to play baseball,I think you might get hurt.Besides,when you teaching us"how to bat well in the zone" your video interference are little noise.In additin,yu shuld use conjunction to let your sentences more fluently.

@人瑋,Your voice is very clear that I could listen totally.

However,there are some ways you can do more notice. when 2:27,you look not so familar with your script.This time you look a little nervous. Your introduction is not so smooth and some you say didn't match up your subtitles.

Finally,your video and animation is very interesting.Besides,your topic is really worthy of introducing to me.

However,you would check the deadline of uploading time will let your presentation become A+++++

Best wishes~

### Wan-Chuan

Group 1, you do a good job in this presentation. You have a clear action explain step by step. And your emotion will full of energetic and enthusiasm. I'm very enjoy your video contents and learn many knowledges.

@昕峻, In this presentation, you correct all mistakes from last presentation. It's a good learn attitude! And when you introduced , the scren will show the picture about baseball ground and



<p>Ted Williams. I think it's a good use about picture explain.</p> <p>@人緯, you still show the detailed explain about how to get a grip. I have a basic common from your introduction. But you still have a pronunciation "knuckles" at 2:17 seconds.</p> <p>@明鐸, I think you are the best performer in this group. Because you put the most emotion and best action model in this presentation. I can learn many details in your introduction.</p> <p>@奕能, you always enjoy in your presentation. Because you have a good smile in every video. But I think when you are introduce, you can closely to 明鐸 to introduce that would be more clearly. But in general, I think your proformance are good.</p> <p>Finally, your opening is so full of energetic and powerful. I'm really like it and make me feel enthusiastic. But...it's a small pity in conclusion. Because you lack to combine above introduction in the ending.</p> <p>Best wishes:)</p>
<p><b>Chia-Ching</b></p> <p>group1,I think how to play baseball well is so difficult to explain,but your presentation is detailed,and easy to understand.</p> <p>@昕峻 you are a good host,but 1:35~1:49, I think some words are not smooth in the video.</p> <p>@奕能 your explanation is detailed,you can do the complete end in the final,your end is little sudden.</p> <p>@明鐸 after 4:30, I think your presentation is so great,when you say "excellent",your performance is so nature.</p> <p>@人瑋 2:23~2:29,here is not smooth,if you can more nature in the video,your performance will be perfect.</p> <p>in this time, you use some pictures in your presentation, I think that is so great,</p>
<p><b>Po-Yu</b></p> <p>Group 1 the animation and the music still good as usually and now I really learn how to play baseball.</p> <p>@昕峻 you add the picture when you mention the history that really can make us to understand what you say.</p> <p>奕能和明鐸 better and better in this time, quite fluently even with many technical words, and show the best way to the team work, but I think明鐸 can wear Gym suit in the video.</p> <p>@人瑋 you improve your nervous, but I think you can look straight to the camera.</p> <p>the best teamwork that I have ever see.</p>
<p><b>Yi-Wen</b></p> <p>Group1, Your video is still very attractive. But it is unfortunately that the background music is so loudly, I couldn't listen clearly your group self-introduction.</p> <p>@昕峻 your introduction is detailed, but the subtitles can't keep up your tempo at 1:29~1:31.</p> <p>@奕能 you can say slowly and clearly at 3:47. I'm think that it is wrong grammar "you stride" at 3:48.</p> <p>@明鐸 Your content is very rich. It is a pity that background voice is loudly, I couldn't listen your</p>



voice very well.

@人瑋 You do the best efforts, I think you can say more fluent at 2:17.

**Yun-Cheng**

Your movie does not have many intense actions, if changes the place in the classroom or hallway, it won't decrease the effect, and will avoid the noise.

人瑋, you need more expression when you speak, 奕能 and 明鎔 both have smile when they are speaking, you may emulate with them.

Although 昕峻 is also few expression in the video, but his speech has many momentum, is a very good speaker.

## Group 2\_1<sup>st</sup> feedback

<b>Yi-Neng</b>
<p>After I watch your video, I still feel you all act naturally. I am going to give you some suggestions. It might be better to say "You can't say that to me." instead of "You can't say that for me." There are some examples as follows. "Mother said (for us) to come before ten" 母親吩咐我們十點鐘以前來[using this form: for+n., pron.+infinitive(to)][the noun, pronoun following "for" is the subject of this infinitive(to).] I have something to say to you.我有事情要告訴你[Where the first "to" guides the Objective Complement(對受詞something的補充敘述) and the second "to" is just a preposition] It's so exaggerative to say that I have forty children.You always so creative and humor.And since the woman have children, we might not call her girl.(Just kidding).</p>
<b>Hsin-Chun</b>
<p>Your voice is very clearly and fluently.But if you can add subtitles in this video, I think the audience can more clearly understand, the video has been expressed by the content. @志隆:Your voice very clearly and fluently.But I think this video title is "how to date girl" not "dating do not do things".You spend a lot of time to show the wrong date methods.But I think more people want to learn from this video how to make girls in dating after a better impression of their .Besides your performance is really very good. ganba de!^^ @柏勳:Your performance is really very good and your voice is very clearly.But in 2:04!Your action does not look like girls.However your performance is really very good. @耘志 you did a good job!But your speech can be more clearly and loudly. because Background had too much noise.ganba de!</p>
<b>Jen-Wei</b>
<p>Group2, your video are very creative. And All of your pronunciation are clear. @志隆, your presentation is very nature. @柏勳, your voice and body language are very cute, just like a professional actor. @耘志, your presentation looks a little short this time. I think you can do better at next time. Your recording let me know more about how to date girl. Thank you~</p>
<b>Ming-Chung</b>
<p>Totally the content of this video is concerned about our daily life. And it really make me laugh . @柏勳 this time you play the girl in dating ,and I think you do a very good job . @志隆 I think maybe in your really life tou are good at dating .haha.....Just kidding . That 's all because you express the mood of the boy naturally. @耘志 Ihave the same feeling with others ,because in the play I can barely see you .</p>
<b>Ching-Hsiang</b>
<p>Great.I think this video is very useful and interesting. All of your pronunciation are clear.If have subtitles in video,that will be prefect. @柏勳 you like a professional actor.maybe can use some stage property @志隆 you are still a good leader with self-confident. @耘志 your presentation looks short.maybe can more..Maybe can tell more tips in the end. keep going.</p>
<b>En-Chi</b>
<p>The performance is good, but the external disturbance sound is too loud, some contents listen not clearly. @ 志隆, the performance is very vivid has the self-confidence very much, but because the noise causes the dialog a little to listen not to be clear a little was a pity. @ 柏勳, the body movement coordination is very good, looks like the specialized actor. @ 耘志, is smooth with a group interaction, the performance is competent for the post very</p>

much.
<b>Miao-Hui (Ho)</b>
<p>Group2 your performance always full of comedy. @志隆 your speaking match up action. Let the play more interesting. @柏勳 your play a girl is a challenge. You always keep the style. It's not easy. @耘志 I don't know what role you are. But you give a great suggestion.</p> <p>Group2 your voice is not clear. Maybe next time you can change the place. Keep going.</p>
<b>Ming-Cheng</b>
<p>Excellent, I learn some useful tips for dating girl.</p> <p>So special the magic is.</p> <p>But there were too much noise in your video that I can't hear what you say in the video, and I think subtitles will help.</p> <p>@志隆, you had a great beginning, you could talk more tips in your ending.</p> <p>@耘志&amp;柏勳, both you act very well, if you can speak more clearly because it's too much noise.</p>
<b>Chun-Hsiang</b>
<p>I think this is a very useful video to us! In addition, the special girl really make me surprised~ However, as some classmate said, there is too much noise disturb when we listened. I believe it would be better next time.</p> <p>@柏勳 Your acting really make me laugh when I am watching the video. But if you can be much like a girl, it will be perfect!!!</p> <p>@志隆 Your face is really look like wondering about the question, and that make the video more naturelly~</p> <p>@耘志 I think you can be a good actor, so try act more in the video~</p> <p>I really believe group 2 will make us surprised next time, and I can wait anymore~</p>
<b>Chun-Yi</b>
<p>i think the topic you chose is a very good ideal that every male want to know about "How to date girl", so i think you can attract audience's attention successfully.</p> <p>but i think there is too much noise and your doesn't have subtitle in the video ,so i can't hear what you say in some parts of the video.</p> <p>final, i suggest that 吳柏勳 can dress women's wear in next time that will be more recreational and impressive.</p> <p>i expect your presentation in next time.</p>
<b>Sun-Lin</b>
<p>What I feel most amazed about your presentation is that all of your pronunciation become better and better. I can hear you very clearly in the beginning, but your voice become weaker in the later part.</p> <p>@志隆, I love your magic, and thank you for teaching me. I expect your next trick!</p> <p>@耘志, I think your intonation is excellent. It makes me easier unerstand what you want to say.</p> <p>@柏勳, I will recommend you wear a wig so that you can look sexier. Sometimes your speaking is clear at first, but for your last few words you voice become weak like the sentence you say when you are leaving 志隆.</p> <p>Overall, I think the setting of your presentation is good. For example, 耘志 suggests 志隆 be more relaxed, but I think your acting is even out of my expectation. 志隆 starts to care about 柏勳 after he receives his suggestion, and I think it's the most important tip for dating girl.</p>
<b>Li-Yu</b>
<p>Group2, I think you topic "How to date girls" is an interesting and very lifestyle.</p> <p>My own feeling you really are born actor, and</p> <p>you have great team chemistry among the group members.</p> <p>I really like performances that you different scenarios,</p> <p>people can watch the video to learn how to modify their own.</p> <p>志隆, I thought you very natural performance, but you were a little turn their backs camera.</p>

My own feeling you can look at the camera, make you look more natural.  
 耘志, I observed you did well as being the host. Nevertheless, You did not probably introduced the beginning of the outline of your video, and end of the film you did not do a summary conclusion.  
 My own feel if you could the beginning and end more detailed description, perhaps you can make your video more complete.  
 柏勳, I feel that girls really similar to that your performance, nevertheless you can make a little change of clothes. Might help to you better video presentation.  
 Finally, I think maybe you can change shooting venue, For example, the outdoor cafes, Would look better feeling.  
 Not to mention, I feel that a little few of your content, maybe you can increase the content of that you conversation.  
 I am looking forward to your next presentation !

### **Miao-Hui (Chen)**

Group2, thank you for your introduction about how to date girl. Your video is so great. The actors' gesture and facial expression are so natural.  
 @耘志, you do the good opening and ending. You introduce who is the role. I think the role introduce is important. It can help that we can't confuse the role play.  
 @志隆, you performance is good. You use some gesture to strengthen your emotion's present. I think it is let your performance better. To continue to develop you presentation skills you can progress next time.  
 @柏勳, you do a good job. You play the role is interesting and your acting is great. Your bearing is like a girl. I am wondering that maybe you can dress up. It will more like the role.  
 Your video is great but has some noise. If you can improve this part, you will better. I have a question why your video hasn't voice at last. I look forward to watch your video next time. I think you will better.  
 Best wishes!

### **Wan-Huan**

Group2, your topic "How to date girl" is a really important theme in this society for men. But in my opinion, I wish if your topic can change another means that would be more understand before this. For example, you can choose "How to have a date with girl" or "How to show polite and considerate in dating". These are samples for you to consult.  
 @志隆, I will give you some suggestions in my opinion:  
 First, you can put more emotions (ex: angry in the beginning, ashamed in the sorry.) in this video.  
 Second, about "two ticket" you should add "s" behind "ticket". Finally, you can put more considerate (ex: help girl to take her pocket or coffee.)  
 @柏勳, you can put some shy emotions in this role. And I think your intonation can be more changes (ex: ashamed in the beginning, and shock in the magic.) Finally, correct the pronunciations about "two finger" you should add "s" behind "finger" at 4:23 seconds and "two ticket" at 4:27 seconds, too.  
 @耘志, In the opening you can improve more details about what you will introduce in the next presentation. And you can have more details describe in the ending (ex: the man should be more considerate or humor. And forbid asking about private questions.) Besides, you have some pronunciation errors: unlucky at 2:45 seconds and magic at 3:10 seconds.  
 In conclusion, your topic is really attractive me to interest that. So if you could correct mistakes in this video, you will be better in the next presentation.  
 Good luck!

### **Pei-Hsuan**

Group2, your video is so interesting that let me laugh like a crazy even my friends feel curious. I think your topic "how to date with girls" is very useful because many people have a big problem and doubt with that.

You set a good plot to teach us. Moreover, you use the easy words to express that the audience could understand clearly.

@志隆, you did a really wonderful demonstration between what should do or not do when dating with girls. You really perform naturally. But, when 3:50 you two look a little embarrassing. If you can do more practice, you will do better.

Besides, when you do the magic, don't too over and confident because that could probably let girls feel not good.

@耘志, you play a good role to help the leading man knowing how to do and be a good host to introduce and have a conclusion. But, when you are a waiter, you could say more to add your presentation's content.

All in all, I think you can add your performance in your video.

@柏勳, you are so cute to play a girl. You are so sexy especially your voice you pretend is very very funny. When 志隆 doing some impolite action and speaking rudely, your facial expression is very vivid and real. In my opinion, your action in 2:03 is like a orangutan (haha~sorry), 4:03 is a little not like a girl. You could wear and do more like a girl next time.

To sum up, you really do a perfect job. Your presentation is very interesting and your performance is very funny and nature.

Even if you don't have subtitles, I can realize what you want to express easily.

However, it would be better if you could list some important points to let us know more about what should must be take care when dating with girls.

Best wishes!!

## Group 2 2<sup>nd</sup> feedback

<b>Yi-Neng</b> Based on my observation, I think again you each are flexible because I think you can take it easy in your presentation. @志隆: First, I can not understand what you say : 1)00:30~00:32(I ... last night) 2)02:42~02:44(I'm sorry for ...) 3)02:53~02:55(Please forgive me ...). 4)04:08~04:11(I have to ... for ...) Second, here are some errors: 1)recently /'risntli/ . 2)How much weigh(v.i.) do you? - - >How much do you weigh? 3)You look lke 80 kilograms. - - > You look like (that) you weigh 80 kilograms. 4)How beautiful girl you are! - - >How beautiful you are! OR What a beautiful girl you are! (Where "how" is an adverb used to modify/qualify the adjective "beautiful" and "what" is an adjective used to qualify the compound noun "a beautiful girl".) 5)Let me show you.- - >It's show time.(Although I don't understand the reason why to say "Let me show you" is wrong, to say "It's show time" is definitely right.) @柏勳: First, I can not hear clearly what you say from 01:46 to 01:48 (I want to go to ...). @耘志: First, I can not understand what you say: 1)02:06~02:12 (I think you should ...) 2)04:36~04:40(From the video, we can see date girl ... some points) Second, here are my opinions and suggestions: 1) in fact, I consider that the action of scratching the head did by 志隆 (from 01:57 to 02:00) look like the boy is embarrassed though the boy had to be uneasy that time. 2)In addition to 1)Being on time 2)Wearing clearly(- - > cleanly) and 3)You can say what that girl want, I think behaving politely is necessary. 3)When listing items, it would be better to use ordinal — 'first', 'second', etc., for example. 4)But important is treat each other sincerely - - > But the most important thing is to treat each other sincerely. Could you add subtitles in your third recording? It will be helpful to the audience. I hope that your third presentation will be perfect!!.
<b>Hsin-Chun</b> Your voice is very clearly and fluently.And this time you add some props.I think that a good idea!But if you can add subtitles in this video, I think the audience can more clearly understand, the video has been expressed by the content. @志隆:Your voice very clearly and fluently.But in 0:30"??? last night" that sentence is not clearly .And in 0:27"sorry late"I think that should be"sorry I'm late".And in 0:35"so I over to late" i think that sentence can change as"so I'm late ".And in 1:40 is kilogram\'kɪlə'græm\you say as like\'kɪlə'grem\\.Besides your performance is really very good. ganba de!^^ @柏勳:Your performance is really very good and your voice is very clearly.But in 0:44 "two cup of coffee"as you said"two coop of coffee".And in 1:34"42 kilo "i think that sentence can change as"42 kilogram " @耘志 you did a good job!But your speech can be more clearly and loudly. because Background had too much noise.And in 2:19 to 2:31is very not clearly. ganba de!
<b>Jen-Wei</b> Group2,you change your stage this time, I think It's a good idea for make your video looks professional

<p>@志隆, your presentation is still very nature.</p> <p>@柏勳, your voice and body language are very cute, just like a professional actor.</p> <p>@耘志, your script also looks a little short this time..Because your presentation is fluent, I think you can do better next time.</p> <p>Your recording let me know more about how to date with girl.</p>
<p><b>Ming-Chung</b></p>
<p>Group 2 ,I'd like to say ,it's the best record ever .</p> <p>The structure of the play from problems comes out ,and then find solutions .Finally 耘志 come to a conclusion . The rhythm goes orderly , and this is the precious part of all the show .</p> <p>@柏勳 the personality of the girl you present is vivid . From the beginning you are hurt by the boy to the end of the show .The change of the emotion is the best example for everyone !</p> <p>@耘志 The conclusion you give is so appropriating ,which put the show to a nice ending.</p> <p>@志隆 Oh don't be so offensive to that girl , but you really give us a nice example when we face the same problem like you</p>
<p><b>Ching-Hsiang</b></p>
<p>I think that is good idea to show,and can feel the contrast I like the broken heart effect, It's so creative.柏勳's facial expressions is nature, it seem like middle east women .....</p> <p>I think the three point in the end is useful,All the video just like a movie ,a man come to a bar to want to date the girl but he broken heart and the stuff tell he some technique so he sucess.I think you're good , maybe can add some stage property,for example some add romantic elements or thoughtful words ....there will be prefect.</p>
<p><b>En-Chi</b></p>
<p>The movie displays the question which in the reality often occurs, how can perform in the movie to face this question, lets the human understand how can have gentleman's demeanor in the appointment situation. the @ 柏勳, lifelike which develops the female student role. @ 耘志, the acting solution person displays very much splendidly, is causes opposite party with the suggestion way to accept the opinion is the very good way, is not the way which or forces with the accusation causes the human to agree. the @ 志隆, acts the role is very charming, moreover displays very much has self-confidently is very natural, as if very much has the research to this aspect. Thanks the 2nd group of movie!!</p>
<p><b>Miao-Hui (Ho)</b></p>
<p>You choose a good place to show your performance. Let the atmosphere full of the environment.</p> <p>@志隆 your magic let me laugh. But you change your topic not smoothly. From exercise to body in the middle have some gap.</p> <p>@柏勳 you say “you hurt my heart”. But you look so happy. It’s not suitable.</p> <p>@耘志 your summery want to list the points. But use one two three... is not good. Usually you can say “first second...”</p> <p>Group2. Although you change the place, your voice still is not clear. Most of all, Use the common camera will record all the environment voice. I suggest you choose the quiet inside to be your scene.</p>
<p><b>Ming-Cheng</b></p>
<p>You change a lot in this version, and all the tips in your video are a little different, but still useful. I always enjoy watching your video cause your video is so interesting. Every one acted so great. But I think you could show more tips if you have more time, you can just show us the right way.</p>
<p><b>Chun-Hsiang</b></p>
<p>@group 2 It's a new spot for us to be surprised~ I think the real stage is much better than the powerpoint~ Really a good video you present~</p> <p>@柏勳 You are a really lovely girl in the film, The hair you wear is really suitable~ By the way, you can read prefer much clearly and use interested instead of interesting~</p> <p>@志隆 You are a good actor everytime in your video. I think you are so good when you are</p>



<p>disappoint when your girl friend being angry~</p> <p>@耘志 You are really good when with your speak~ Try to add more sentence saying!!</p> <p>Group 2 is really creative and intently with the video. I like the music before video~ Gj~</p>
<p><b>Chun-Yi</b></p> <p>I know it's a hard work for preparing video and filming as your ideas but some of problems could probably find it. I think your scripts are easy a little bit so we are still confused about forgiving mistakes in dating with girl. This video should be more creative and may be useful for every single man. Try to figure out new elements and add them completely.</p>
<p><b>Sun-Lin</b></p> <p>There are so many improvements in this presentation. You have a really good start with good music and new wig. You have many amazing video effects like when 志隆 is hated by the girl, his life suddenly becomes only black and white. You choose a great place to shoot your video. You have a really good story setting and more natural acting. I am thinking why you can make so many good changes? That's almost unbelievable.</p> <p>@柏勳, wow! your hair style is upgraded, and in the magic part, your hair style makes a very great effect! For your pronunciation and intonation, I can only say. "You improve so much!"</p> <p>@志隆, again I am surprised by your magical trick! Do you spend a lot of time practicing it? Your speaking is quite clear. I almost cannot see anything should be changed, great.</p> <p>@耘志, you look pretty cool! I think your part is very natural and fluent, but your voice is not very loud. I think you can speak a little bit louder.</p> <p>I trust I have already said a lot of your improvements. I feel your presentation is too good to expect more in your next video, but if I can see a new wig and magic trick next time, I will be very excited.</p>



## Group 2\_3<sup>rd</sup> feedback

<b>Yi-Neng</b>
<p>I found that subject “I” typed as “i”. Does it have some special effects?</p> <p>@耘志:</p> <ol style="list-style-type: none"><li>1) What you say is “when you dating girl.” And what the subtitle is “when you date girl”. Don’t care about it.</li><li>2)I think you should talk some topic that she interesting. Topic--&gt;topicS interesting --&gt;is interested in</li><li>3)Do you have som special talent? Talent--&gt; talentS You could use skills or acrobatics.</li><li>4)Hi, therec are some point you should notice. Point--&gt;points</li><li>5)You should say some interesting. Some --&gt;something</li><li>6)You can some special skill (to) make her happy. “To” can not be omitted.</li><li>7)Best wish --&gt;Best wishes (usually plural, express kind feelings)</li></ol> <p>run a special skill</p> <p>@柏勳:</p> <ol style="list-style-type: none"><li>1)Do you want something to drink? Waiter, two cups of coffee. Will you have something to drink? Waiter I’ll have two cups of coffee. The first two sentences is not so euphemistic.</li><li>2)I feel interesting in play basketball. The problem is about “interesting” and “play”. You could say “I feel it interesting to play basketball” or “I am interested in playing basketball”.</li><li>3)It’s a cool magic. “Magic” is the art of appearing to perform supernatural feats using sleight of hand or other methods so it’s an uncountable noun.</li></ol> <p>@志隆:</p> <ol style="list-style-type: none"><li>1)You are fat recently. It might be more close to your meaning to say “You get fat recently.”. And the pronunciation of recently is /'risəntli/.</li><li>2)How much weight do you? There is no verb in this sentence. How much do you weigh?</li><li>3) You look like 80 kilograms. You look like (that) you weigh 80 kilograms.</li><li>4)How beautiful girl you are. Here HOW is an adverb so it’s correct to say “How beautiful you are” or “What a beauty girl you are”. In both ways. “you are” can be omitted.</li><li>5)some magic trick: trick- -&gt;tricks or just “some magic”</li></ol> <p>This time, you add the scene that the girl cries at toilet.This make your video more complete. However, in the scene---“How can he do ?” , the boy is too flattering and thus the story deviates from reality.</p>
<b>Hsin-Chun</b>
<p>Your voice is very clearly and fluently.And this time you add some props.I think that a good idea!</p> <p>@志隆:Your voice very clearly and fluently.But in 1:22"You are fat recently."I think that should be"You got fat recently."And in1:40 is kilogram\kɪlə'græm\you say as like\kɪlə'grem\.Besides your performance is really very good. ganba de!^^</p> <p>@柏勳:Your performance is really very good and your voice is very clearly.But in in 1:34"42 kilo "i think that sentence can change as"42 kilogram "</p> <p>@耘志 you did a good job!Your voice very clearly and fluently!you are a realy good performer.</p>
<b>Jen-Wei</b>
<p>Group2, I can know what your mean clearly because of your subtitle. And all of you can remember your script. All of you are good actor .In addition, your scripts is really funny, always let me lol.</p> <p>@志隆, your presentation is still very nature.</p> <p>@柏勳, your voice and body language are very cute, just like a professional actor.</p> <p>@耘志, your scr presentation is fluent.</p> <p>Your recording let me know more about how to date with girl.</p>
<b>Ming-Chung</b>
<p>Group 2 Thanks for sharing us a interesting video .We can know more information on how to</p>

<p>present a good manners.</p> <p>@柏勳 You are borned a very good actor , and you have such a talent on how to express the role on the play</p> <p>@耘志 The manners of your speaking is steady ,and it is necessary for giving a conclusion . It is good.</p> <p>@隆志 Your acting is very natural . No matter is your body language when you are talking with the girl . But</p>
<p><b>Ching-Hsiang</b></p> <p>I realize don't ask girl about age ,weight...., I like the broken heart effect and crying in toilet. and i think 柏勳 like a drunkard .It's so creative.</p> <p>I think the tips in the end is useful,maybe add romantic elements or thoughtful words will prefect, if have next one, I think you're excellent in this semester and always brings happily.</p>
<p><b>En-Chi</b></p> <p>The very interesting movie, the movie content is very smooth, when summary also how lists three in a big way key reminds everybody to come facing this kind of situation. @ 柏勳, you play an out-of-character role the performance really sacrifices very much also is very but good, should want +for/to behind interesting, I'm 60 kg, if will add on the place which the just chart will highlight you to care to have the effect. @ 耘志, summarizes does is good, with three big key reorganizes to the entire movie illustration. @ 志隆, the magic performance is interesting, although is not the true magic, but eases up the awkward atmosphere. Thanks the 2nd group of movie!! Best wish!!</p>
<p><b>Miao-Hui (Ho)</b></p> <p>Group2</p> <p>@志隆 you learn very fast. you can make “柏勳” happy quickly. I like your stupid magic.</p> <p>@柏勳 ha ha!! You make me laugh when you in toilet. You are a good girl. Although It feel a little silly.</p> <p>@耘志 you give the good suggest. But At “2:10” you make some mistake. You say “you look so never” ? I think you want to say “you look so nervous”</p> <p>Group2 I think you play in the video. Enjoy in there. That’s good things. Thank you for your video.</p>
<p><b>Ming-Cheng</b></p> <p>Interesting video!</p> <p>Compared with last video, this one is much better.</p> <p>It seems you forgot to introuce your group member, but it's OK, no big deal.</p> <p>@柏勳, you did well as an woman in the video, you are a great actor.</p> <p>@耘志, you make a great summary in this video, but Ithink you can talk more tips for Jack when she went to toilet.</p> <p>@志隆, you acted so great, especially the part when you changed the way you treated woman, that's nice.</p>
<p><b>Chun-Hsiang</b></p> <p>I think the magic in the film make me laugh again because it is so creative~ The film is a little different from the second with the subtitle make us much clearly even if a little noisy behind. And the girl in the toilet make me really enjoyed it~ Some mistake in the film is the same. But in a word to conlusion your video, it's so good!!!! Gj~</p>
<p><b>Chun-Yi</b></p> <p>Group 2 teach us much tips for dating with a girl. I think your background is a little noisy so we could not hear clearly. Subtitle is a good solution for this problem. You guys add new elements in film and that's better for dramatic tensity but your scripts is not proper for magic tricks. I mean the girl seems she has already known tricks so there's no surprised emotion on her face. In next video , I suggest you can try to fathom what the atmosphere and feeling when dating with girl.</p>

**Sun-Lin**

The video seems almost the same, but thanks to your subtitles, I can understand your performance more.

You add a new short section to explain the kilogram problem. To be honest, that it's a little bit difficult to understand in last video, but this part makes a good explanation.

I am a little disappointed at no new magic trick, yet it's still amazing to me.

### Group 3\_1<sup>st</sup> feedback

<b>Chih-Lung</b> Group 3 introduces many methods in detail, and they put a lot of pictures in their video. @妙慧 you speak pretty clearly, especially at the end you make good and clear conclusion. @明政 it will be better if you speak more clearly and vividly. but you introduce quiet detailed. @景翔 you introduce pretty detailed, too. However, you should make sure don't cover the screen next time. @恩齊 you speak loudly and clearly, but pay more attention on your pronunciation, like "gloves". Group 3 your video could be more complete next time. For example, you can add subtitles and when you change people talking, you could add some special effects. SINCERELY
<b>Po-Hsun</b> I think you teach cool skill. If you need to use it. it will be very useful when it @妙慧 You're still a good host. you do a good job. May be a little closer the lens. and then add a little picture. @明政 I think your report is very slow, but generally it is OK to the video. @景翔 Reported feeling a little too relax. Always see the action scratching. @恩齊 If you can point to memorize the words of the manuscript will be better. And more confident you will be well. feel Group 3 is very stable over the report. But this seems not easy to make it more interesting in this topics. A little more prepare will be better.
<b>Yun-Chih</b> Group 3 did also spend a lot of very detailed picture makes it much easier to understand. @妙慧 still the same host is a very competent both at the beginning and end of a very good performance. @明政 I think the light of this the focus of attention people can not see the gesture @景翔 use many "and" I think you should modify your sentence so that he is more fluent.  @恩齊 Feel looking at the manuscript, and very stiff, I would like to practice in private should be better  After all of the peer assessment that you will be better next  SINCERELY
<b>Li-Yu</b> Group 3, I think you teach people how to prepare survival kit is a good subject. Because the response to the accident, beforehand preparation is very important. furthermore, I think you introduced a very detailed video for how to prepare survival kit. 妙慧, I observed you did a good job as being the host, so that your video have a good start and the end. My own feeling was your Increased rate of speech appropriate and clear, nevertheless my own feeling was seems your pronunciation is wrong. In order for Your video better, you can confirm the pronunciation of Earthquakes 『\`ərθ-, kwāk\』 明政 and 景翔, You were calm and confident, nevertheless can you try to lively. You can look behave natural. Not to mention 景翔, In order for Your video better, you can confirm the pronunciation of chocolate 『\`chä-k(ə-)lət, 'chò-\』 恩齊, You have loudly voice, however I sensed you speak a little bit is not flowing.

I think if you can practice a few times,lets your spoken a little more fluent,maybe can make your vedio better!

For your 1st recording, please keep the following suggestions in mind:

In the first,Because the position your stand,so that I can not see the video of your face.

You can try to adjust the the shooting angle,

maybe you can so that your video look more natural.

Secondly,In the film, you do not have groups together footage,

can not let other people know how your team a tacit understanding.

Therefore,Maybe you can the beginning and end the video when you can group together to shoot.

I am looking forward to your next presentation !

### **Miao-Hui (Chen)**

Group3, thank you for your introduction about survival kit. The survival kit is very important in our life. There have a lot of disasters happen in our world. We need to learn how to save ourselves live. I think your video is very useful for us.

@妙慧, you are do a good opening. You let us know why to prepare the survival kit. We can understand that the survival kit is very important. The conclusion is good. You remind us what thing need to prepare.

@明政, you give us brief introduction that you will introduction in the video. It will help us to watch the video. You speak is very wonderful but I am wondering you lack some passion. If you can more passion, your presentation will perfect.

@景翔&恩齊, you introduction detail about contents of the survival kit. And need to notice everything deadline. You pronunciation's problems you can refer to 沛瑄's comments. I think 沛瑄 write very clear. It will help you better.

You tell us the survival kit need to prepare a lot of things. It is very useful. But I am wondering maybe can add First aid kit in the survival kit. When we get light hurt, we can use first aid kit to wound treatment. My own feeling was this part also very important when we are happen accident. I think your survival kit is very good. If you combine survival kit with first aid kit, it will perfect.

I have a suggestion about your video. If you can add subtitle, it will help us to more know what you say. Your video will excellent.

Best wishes!

### **Pei-Hsun**

Group3,your topic is so useful that teach all of us to know how to protect our self when we in a disaster.

Nowadays, many rare natural disaaters happen. We cant' avoid that but we should learn to cut down the damage.

Therefore,"how to prepare the survival gifts"is really impotant we should know accuratly.

@妙慧,you are really a good host that you always be. You point the topic clearly let the audience come into the situation you will express fast.

But,there are little problem you can solve to let you become better.

1. 0:11 you should notice "disaster" pronunciation-->

[dɪˈzæstə]

2. you can bring some emotion or sad facial expression when you talk about Japanese earthquake.

@明政,you still speak like a foreigner.Your schwa, sounds link,or sounds change are all wonderful.To continue to develop your presentation skills you can progress to enhancing your volume.

Besides, I have a question in "waterproof matches". Is it still light when using water to burn out that?

@景翔,thanks your perfect introduction of food we should prepare for survival package. Food is the most important thing to support our life.

There are some problem you could take more care as follow:

1. 2:16 why we have to "change "them?

<p>2. 2:21 did you want to say "check the deadline"?</p> <p>3. If you can control not to say too many times "and" will be so good.</p> <p>@恩齊, You make a big progress in presentation than the last video. You speak and performance with nature. But, I think you could check some following wrongs.</p> <p>3:28 tools--&gt; "[tul]"</p> <p>3:29--they can "let "you see...</p> <p>3:53 flashlight and "what"? I couldn't hear clearly.</p> <p>To sum up, your group just like cultivate the strong team chemistry. If you can add your content to 5:00 could let your video become more fantastic.</p> <p>Besides, my own feeling is that we should prepare something like a whistle to let fireworkers to know where we are in accident.</p> <p>All the Best.</p>
<p><b>Wan-Chuan</b></p> <p>Group3, your topic "How to prepare survival kit" is very closely our life especially for Taiwanese or Japanese which is located on seismic belt.</p> <p>Many buildings are constructed today that is too crowded in this society. When the earthquake was happened, many people were be crashed by wall or pillar. So prepare a survival kit in ordinarily is very important!</p> <p>@妙慧, you did a good job to be a host that have a obviously opening and ending. Besides, your momentum to be more steady than previous presentation. But you can put more emotions, and tone can be more undulate in next times.</p> <p>@景翔, you can have more body language that makes you look more naturally. And your voice can be loudly in next presentation. Besides, you should notice don't let the shadow on your face that we can't see your facial clearly. Finally, here are some mistake in your presentation: about chocolate's pronunciation at 2:45 seconds and "in your what" at 2:54 seconds that I can't hear clearly. So, could you correct that in the next times? Thank you~~</p> <p>@恩齊, you have a good body language and eye contact to audience. But you still have little mistake in this presentation: "That can you" at 3:30 seconds is wrong sentence, I think you should say "That you can". And about "glove" pronunciation at 3:58 seconds.</p> <p>@明政, you have a clearly carcass about introduction. I think you can use your hand to hint out audience what you are talking now. But if you could have more detail introductions in how to use these tools in earthquake to keep our life that would be more helpful to audience.</p> <p>Finally, the natural disaster is heartless and happened all the times. We should prepare a survival kit in ordinarily is very essential! In Group 3's introduction that would makes audience to know what should be prepared in survival kit!</p> <p>Best wishes!</p>
<p><b>Chia-Ching</b></p> <p>Group3, your video always spend more pictures, that can let audience more understands your presentation. But I think you can use some group member introductions in the beginning, let us know who you are.</p> <p>@妙慧 your speech is so clear, and I always know what you say. you always make a good host in the video.</p> <p>@明政 I think your introduction is detailed in the video, but you can more loud in the video.</p> <p>@景翔 your voice should loud, too. and you can use more body language in the video, I think you can relax to speak when you explaining.</p> <p>@恩齊 you speak loudly and clearly, but I think you look a little nervous, you can use some smile when you speaking.</p> <p>group3 I sometimes can not see your face, and I think you can let your other group members help to use your powerpoint when you speaking.</p>
<p><b>Po-Yu</b></p> <p>After watching your video, I already learn about how to</p>

protect myself when the earthquake happen.

@妙慧 you might be a little bit stammer at the opening, but it quite fluently in the summary.

@明政 your pronunciation still good, but I think you can emphasize the tone of speaking when the things are very important.

@景翔 basically are great, and I agree what 耘志 said you use many "and" when you speaking. maybe you can practice several times front of the camera

@恩齊 you seems do not memorize the manuscript very well, but you know how to show the picture in the ppt that is great.

In the end the pictures in the ppt are very clear and high quality, but sometimes it might cover your face . avoid that will be great!

### Yi-Wen

group3, This is a good theme to discuss with the current events of your video. Your picture is very clear presentation a lot of things to prepare before the disaster. Your video makes me well aware what to prepare something, before the arrival of the disaster.

It is a pity, you don't to record group members presentation, we can't know your name.

@妙慧 Your pronunciation is very well, so I am easy to know what you're talking about. You make the videos more attractive as the beginning.

@明政 When the picture change in 1:22-1:26, it is too long, you can ask your group members to help you.

@景翔 You don't scratch your head in 1:54-1:56, when you stood on the stage. I don't know what mean in 2:28-2:36.

@恩齊 I think you too nervous, you can say actor's lines more smoothly.

### Yun-Cheng

Your group's contents are most practical in the class.

You are skilled in use the screen to report,  
but use material to reported is also well and more vivid.

Your group as usual to go on stage in turn,  
there are few interaction between the team members,  
maybe you can try the other way next time ?

妙慧 is still a great director as usual,

but I also want to see that you introduce the other contents.

(May you introduces your member in the opening? I always forget other person's name = = ....)

The first speaker has more language body and vivid,

The second and the third speaking always staring at the lens,  
compared with few action, perhaps they are anxious or unpracticed?

Do not worry , the next time you will be progressive.



### Group 3 2<sup>nd</sup> feedback

<b>Chih-Lung</b>
<p>Group3 introduces many methods in detail,But you change people talking, you should add some special effects or it will feel strange.</p> <p>@妙慧 You still a good host.you make good and clear binging&amp;conclusion.</p> <p>@明政 I think your introduction is detailed in the video, but you can more loud &amp; clear in the video</p> <p>@景翔 you introduct pretty detailed,but why the screen is too narrow to watch clearly the powerpoint. You should check it out.</p> <p>@恩齊 when you're speeching,the screen is too narrow to watch clearly the powerpoint,too.And you're litte nervous and do not speak fluntly.</p> <p>Your vedio needs some props and creative ideas to make audience interested.Don't be serious to express your topic.</p> <p>Impact your ideas!!!!!!!!!!</p>
<b>Po-Hsun</b>
<p>No one knows when disaster will come.When disaster strikes it is really a very important thing.Maybe that small tool can keep your life.But I think some may be difficult to avoid the devastation.</p> <p>@妙慧 You are doing well at the beginning and summary.Coherent and very detailed.Make us back memories of the film.</p> <p>@明政 Generally all is well.A little problem that food and water .You only introduce water no food.Maybe you can correct your PowerPoint title.</p> <p>@景翔 in the PowerPoint your ready to eat food.I think that is very good.And you care about puppy is very caring.So I think people should also have some canned food, right?</p> <p>@恩齊 I think you are not mature enough to remember the manuscript.When you description Swiss Army Knife i don't know your eyes are looking where.</p> <p>it is difficult to lively up about this topic.But I think that when disaster strikes people can help each other is the most important thing.</p>
<b>Yun-Chih</b>
<p>group 3 is almost the feeling and the last time, I think you need a little ingenuity point.</p> <p>@妙慧 As always a very smooth opening, very much like the beginning of your</p> <p>@明政 U should loudly and clearly.....</p> <p>@景翔 I think the location can then take a little better, because you have half the people were blocked.</p> <p>@恩齊 Feeling very smooth, you need more practice</p> <p>This is not the first time to feel good,I think you need more practice and add new elements</p>
<b>Li-Yu</b>
<p>Group3,I still think you teach people how to prepare survival kit is a good subject, and you introduced a very detailed video for how to prepare survival kit better than last time.</p> <p>妙慧,I think you still a good job as being the host,so that your video have a good start and the end.</p> <p>In order for Your video better, you can probably explain to the opening will introduce the content you video.</p> <p>Let us first have a basic understanding of video for you !</p> <p>明政and景翔,Your performance as a whole lot better than last time,nevertheless 明政 you are 38" and 1'28 in the video I can not catch what you say, but you in the video 1'30 I think you are made it very clear, I feel that you can use this as a reference, maybe can make your vedio better!</p> <p>not to mention景翔,In order for Your video better, you can practice a few times, because you are 2'38 and 3'10 in the video there are some do not fluent.</p>



恩齊,I notice you were feeling some nervous,so that you speak a little bit is not flowing.  
 To resolve this problem,I think you only practice more times,lets your spoken a little more fluent,  
 maybe can make your vedio better!  
 For your 2nd recording, please keep the following suggestions in mind:  
 In the first,When the school bell suddenly 2'40 video, I feel a little interference with we watch  
 videos,  
 maybe you can wait a bell to stop, then continue your video shoot,the overall feeling of video you  
 will not be too obtrusive.  
 Secondly,In the film, you do not have groups together footage,can not let other people know how  
 your team a tacit understanding.  
 This comment suggested that I have written in the last time,but you did not adopt.  
 I still feel maybe you can the beginning and end the video when you can group together to shoot.

I am looking forward to your next presentation !

### **Miao-Hui (Chen)**

Group3, thank you for your introduction. The survival kits very useful for us, because have a lot  
 of disasters happen in our world. The survival kits can help us save our life in the disaster. We  
 should prepare a survival kit in our home.  
 The survival kit included both foods and tools are so rich. I think you introduce are clear and  
 detail about foods and tools. I am wondering maybe you can introduce a lot of information about  
 other thing. For example, you can introduce about the first aid kit. I think that it is very important  
 in our live.  
 I think your presentation is better than first. You speak more fluent and natural. Presumably you  
 do more exercise. I have a suggestion for you. The scene and your face are so dark. If you can  
 improve this problem, I think you will better. Hope you can more and more better next time.  
 Best wishes!

### **Pei-Hsun**

Group3,your presentation is very useful. Lastly,disasters is full of the whole world.Thanks to  
 your introduction remind us how should we prepare in the survival kits.  
 @妙慧, you also do a really fantastic job to be the host and conclusion.What you want to tell us  
 is really obvious.But,there are some thing you could correct to make your presentation to be the  
 best one.  
 1. 0:13 when you say disaster,you should correct to be -->[di`zæstə]  
 2. you could emphasize the life's [f] you speak it like[lai]  
 @明政,you speak louder and far more clear than last time.  
 Moreover,all you did is so well that almost without anything detail can pick fault.  
 To continue to develop your presentation skills you can progress to speaking with more  
 emotional and enthusiastic in the performance.  
 @景翔,you improve a lot compared to the last time.  
 Besides,what kind of food you teach us to prepare in survival kits are very important to me.After  
 all, eating is everything to me (haha!!)  
 However,your face is too dark to see yur appearance clearly.If you can check and avoid the  
 school ding would be better. Most of all, cut down your speak"and"times.  
 @恩齊,you looks a little nervous but,you can speak more fluently.However,I have a question that  
 why we shouldn't buy the made in China's swiss army knife?I think this is a little subjective?  
 In conclusion,you really perform perfectly.Your content and fluency are also good.You could try  
 to add some interesting and useful kits we would possible to forget next time.  
 Best wishes~

### **Wan-Chuan**

Group3, your topic add"earthquake" than first presentation that will be more understand to  
 audiences.  
 And in this video you provide a useful tool-Swiss army knife that I think it's a really helpful tool

<p>when the disaster was happened.</p> <p>@妙慧, your emotion's express is very closely title. And your pronunciation is very clearly and the means is very obviously that I can clearly what are you talk about.</p> <p>@明政, your body language looks more naturally than first presentation. And your pronunciation and speed are properly in this presentation. I think you really do a good job in this video. Keep going.</p> <p>@景翔, "you don't need to" should be changed "you don't know to" at 2:50 seconds. In the radio part, you can read the script familiar. Remember, your body don't waver always and eyes don't look unstable in the presentation.</p> <p>@恩齊, you can have more describe about" swiss army knife" why we can't buy a cheap one! And you can read the script familiar.</p> <p>In your second video, you have a great show than first one. But if you can correct the mistake on those suggestions, you will be more success in the next times!</p> <p>Best wishes:)</p>
<p><b>Chia-Ching</b></p> <p>Group3,you introduce a lot of items that can protect and treat us when we have the accident,and how to prevent the accident.</p> <p>@妙慧 I always like your beginning,you leave some questions to the audiences in this time.</p> <p>@明政 I think you and 景翔 are introduce the food and water together,so you can change the order in the video.</p> <p>@景翔 you use so many "and" in the video,I think you can more relax.first, you can see the camera shot.</p> <p>@恩齊 in the video.I think you try to remember your script,so your speech is not smooth.</p> <p>I think group3 screen the video in the hurry,some members always Absent-minded in the video.</p> <p>you can rehearse your presentation in several times.</p>
<p><b>Po-Yu</b></p> <p>Group 6 your video really provide detailed information about how to protect ourself form the earthquake, especially our country is an small island and on the seismic belt .</p> <p>妙慧, You have a good beginning than last time ,more fluent and more confidently . You also point out the words “survival kits ” when you mention it , but you miss a “v” in the ppt.</p> <p>明政, You really emphasize the tone of speaking when the things are very important, but the picture still can cover your face sometimes.</p> <p>景翔, more fluently then first recording, and you change the position a little bit that only the first picture cover your face</p> <p>池恩 you add one survival kits and one picture of Michael Jackson in the page of gloves I think you can imitate Michael Jackson in the part of gloves.</p> <p>There are many survival kits in the video, but you might mention the battery when you talk about the radio and flash light.</p>
<p><b>Yi-Wen</b></p> <p>Group3,Your subject is talking about the current affairs,I think that It is the good to set the subject. Your video can help me to know how to prepare survial kits.</p> <p>@妙慧 Your opening is very well,let me quick to understand the reasons for setting your subject.</p> <p>@明政 Your show is very nice, I hope you to continue to maintain.</p> <p>@景翔 I think you just nervous, you can speak favorable in 2:38~2:41.</p> <p>@恩齊 Your picture show made-in-China,but your mean is not to buy made-in-China in 4:00~4:37 .It may result many mistaken.</p>
<p><b>Yun-Cheng</b></p> <p>There are many disaster recently, your information is very useful</p> <p>You introduced many goods,but how to deposit these goods is also important.</p> <p>You may introduce a box or a pocket to deposits the goods.</p>

妙慧, You merge the current affairs when the opening , is very suitable.  
明政, Your illustration is very fluent, does not have any question,  
if take some properties to assist, will get more effective.  
景翔池恩, The one-man show is difficult to have a high mood,  
so you could try to do some interaction with your members,  
the group 2 is a perfect model.

### Group 3 3<sup>rd</sup> feedback

<b>Chih-Lung</b>
<p>group 3 You introduces many methods in detail in three times ,But you didn't add some special effects when you change people talking. What a pity!</p> <p>@妙慧 I like your detailed beginning,and by the subtitles let me understand clearly for your introduction.</p> <p>@明政 You give more useful evacuation information.When you introduce a helmet,the background image is very interesting to me.But Your voice still a little unclear When you introduce.</p> <p>@景翔 You introduct pretty detailed.And you're so funny and careing to introduce the pet food.Maybe You should get some interaction with the audience that will be more fascinating to us.</p> <p>@恩齊 You have your confidence and speak clearly&amp;fluntly this time.In 4:24,Watching the film to know Michael's gloves can also protect in disaster that so cool.</p> <p>group 3 I understand the entire contents with the presentation of the subtitles.Everyone must to learn of disaster protection that is very important.By this detailed vedio we can learn a lot.</p>
<b>Po-Hsun</b>
<p>I think your video is greater than last time.There are more and more rich your videos.</p> <p>@妙慧 You are doing well at the beginning and summary.Make us back memories of the film.You speak more detail.you have progress than last time.you are great.</p> <p>@明政 Generally all is well.you are more and more rich in video.if you don't have any lighter so will use match right?.and you say don't have any match so will use lighter. This is a humor?</p> <p>@景翔 in 3:31 your subtitle "you will hear th radio" may be modified "you will hear the radio"3:51 "to appear their attention" may be you can modified "Alert let them have"</p> <p>@恩齊 in 4:46 "when you surrunding can use it" that have wrong word "when you surrounding can use it" Generally good.</p> <p>This movie made me know a lot of tool when disaster comes it will be useful.I think the video will be useful.</p>
<b>Yun-Chih</b>
<p>group 3 See that this has come prepared</p> <p>@妙慧 I remember so much, to be a simple and more natural expression</p> <p>@明政 Employ more smoothly than before and show a natural</p> <p>@景翔 I think the location can then take a little better, because you have half the people were blocked.</p> <p>@恩齊 A lot better than before. but still a little nervous.</p> <p>I think this is your best time, people at a glance</p>
<b>Li-Yu</b>
<p>Group3,I think you introduced in great detail and the video introduces the things can be easily obtained,Is really useful.</p> <p>妙慧,I really like you presentation,so that your video have a good opening and the end.</p> <p>明政and景翔,Your performance as a whole lot better than last time,nevertheless I think you throughout the film, and audio sound a little too small and then spoke too fast,I can not catch what you say,must rely on the help of subtitles.</p> <p>I think you can voices a little louder and speaking a little slower, perhaps you can let everyone know the contents of introduction.</p> <p>恩齊,I notice you were clam and confident,nevertheless can you try to lively? maybe you can look behave natural.</p> <p>This comment suggested that I have written in the last time,but you did not adopt.I still feel if you practice more times,lets your spoken a little more fluent and maybe can make your vedio better!</p>

<p>Finally,I really like your introduction for teach people how to prepare survival kit, in order for your video better, I think you can add some content.</p> <p>For example,you can introduce Portable aid kit,beacuse the emergency occurs, some people may get hurt.</p>
<p><b>Miao-Hui (Chen)</b></p> <p>Group3,thank you for your introduction. I really think your introduction is so useful for us. You are more and more well. This time you add more rich content than last time.</p> <p>The survival kit for earthquake is very important, because the earthquake is often happened in Taiwan. You tell us what should prepare about the survival kit. And what we should to notice. I really like your theme.</p> <p>Your content is so rich and detail but I have some question. First, when you happened disasters, are you also concerned with your pets? Second, what don't buy thing made in china? Finally, I think when the earthquake was happen, the radio didn't accept signal. Maybe you can tell me what you think about these questions. I think it will better.</p> <p>I think your performance is progress than before. You are not only richer about content but also you speak more fluent and natural. To continue to develop you presentation skills you can progress after.</p> <p>Best wishes!</p>
<p><b>Pei-Hsun</b></p> <p>Group3,you are so good that do better and better again and again.By adding subtitles,I could know more about what you want to teach us.</p> <p>What's more,I agree with 婉娟,your final video really do wonderful.</p> <p>@妙慧,you are a good introducer at all.Your skill nearly could be a guide in the museum.Your facial expression would match up what you say such as earthquake in Japan with a pity. I think you must do practice and rehearsal many times.</p> <p>However,if you could do some brief introduction about the following tools you will mention will be better.</p> <p>@明政,your performance is very stable.You always let me sound comfortable and understand totally.</p> <p>But, when you mention to the lighter,you say they are not safe.</p> <p>I have a question with that if you think they are not safe,why you recommend us should prepare? or you could give us some solutions to avoid the possible of danger.</p> <p>Moreover,the helmets is very important and useful but, they are so big that probably can't fit into the survival box.</p> <p>@景翔,you still do better than last time.Your introduction of food are some ordinary people can't prepare and think of.But,I think you could remind us should be notice the deadline.</p> <p>Moreover,when you introduce the radio,why you say that "we can't believe what government say and promise"?What's the relation between them?</p> <p>@恩齊,you will make a big progress compared to your first performance.You look not so nervous and perform naturally.However,when you introducing,you could have more facial expression.Because your facial expression look like without interesting in your performance.</p> <p>Finally,you add more useful tools in this time.</p> <p>Besides,I think your team chemistry develop strongly.</p> <p>If you could do some interaction between your team members will let your video more fansinating.</p> <p>Best wishes!!!</p>
<p><b>Wan-Chuan</b></p> <p>Group3, I'm very pleasure to your final video that including introduce about many tools we should prepare when the earthquake happened.</p> <p>@妙慧, you always do a good job in the presentation. Like this times, your conclusion are more</p>

details before formerly presentation. You sum total contents and give it a conclusion. But you have a pronunciation mistake "expiration" at 5:15 seconds.

@明政, I think you can add more annotates in the item that means will be more clearly.

1."So the raincoat can stem raining that your body would be clean and dry." I think if you could put this sentence behind the raincoat theme end.

2."So I will recommend you to bring a waterproof matches instead a lighter."I think if you could put this sentence behind the lighter theme end.

@景翔, In my opinion, your voice is too small and speed is too fast. I feel it can't be easily to burden. Maybe you can put more energetic or emotion in your presentation .

Remember, try to slow done speed.

@恩齊, if you could try to have more practice and let script be more fluently that your presentation will be perfect.

And you have pronunciation mistakes: "exit" at 4:07 seconds and "tools" at 4:34 seconds.

Finally, group3 give us a general sense when the earthquake happened what should we prepare. Their contents and information are very abundant.

Thanks their presentation in this semester:)

Best wishes!

### **Chia-Ching**

I really like your video.when you introduce the kits,you let your group members help to use powerpoint,and you say "next one" to remind them.

@妙慧 you always do a good host,and your speech is so clear,in 0:23,although you are not smooth,but I think your presentation is perfect.

@明政 in this time, you use more gestures in the video. I think you can more nature in the video.because when you beginning, you always say "a ...."

@景翔 I think your speed can more slowly,and your pronunciation can more clear,like 3:56.

@恩齊 I think you are not familiar when you presentation,because you always not smooth in this time.

Group3,your presentation is detailed and introduce so many items.it is easy to know how to protect myself when the earthquake beginning.

### **Po-Yu**

group 3 your video still good as usual, and you improve your speech in the video.

@妙慧 you introduce your group members in the beginning this time also add the picture of group members that great, but you still lose a "V" from survival in the ppt.

@明政 you add one survival kits, the helmet is really important when the earthquake happen.

@景翔 I think you are better and better this time, especially your pronunciation, but I think you can introduce the battery when you mention the radio.

@恩齊 I think your pictures and words in the ppt are all very interesting such as Michael Jackson and " don't buy the tools from china", but you seems a little bit nervous than last time.

I feel happy to see your improvement, especially you really avoid those picture to cover your face .

### **Yi-Wen**

Group3,Your video is better than before. You recorded your group self-introduction into the video, and your content is more abundant.

@妙慧 You still said fluent in English, but this will make you better if your pronunciation "maintain" can more clearly.

@明政 Your phiz express confidence. There is some drawbacks, I hope that you can to improve. I'm think that it is wrong grammar "to show you is the mask" at 0:45.

@景翔 Your performance is better than before.I'm think that it is wrong subtitles"this's" at 2:53 and "th" at 3:32."This is "can't write "this's". I'm think that it is wrong grammar "will to know" at3:35

@恩齊 I think you so nervous, you could said fluent at 4:49

**Yun-Cheng**

You introduce many survive goods of earthquakes,  
but some goods is more proper for mountain-climbing.  
景翔,the chocolate and other high energy food are keeps warm when mountain accident,  
after earthquakes we should goes to the shelter and eat instant noodles.  
恩齊,Swiss Army Knife is the perfect tool of wilderness survival,  
I am not definite whether it is useful when earthquake.  
As for glove,we had better gives rescue team to use.  
明政,the helmet is a good choice,there are many aftershocks after earthquake,  
the helmet can guarantee your life.  
妙慧,you still used the screen to introduce your members,  
feels that everybody does things in their own way.  
Everyone still lacks the interaction in the vedio,  
It is a pity that unable to present the atmosphere of group.



## Group 4\_1<sup>st</sup> feedback

<b>Yi-Neng</b>
<p>The following are my reflections.</p> <ol style="list-style-type: none"><li>1. Intraduction of group members and referring to subject at the beginning to let audience know who you are and what you are going to talk about.</li><li>2. A short fashion show film is emdeded to make more visual and sound effects.</li><li>3. Tips about how to dress well is a big problem in different occasions, such as dating, interview, exercise. It might be good to outline these occasions in powerpoint.</li><li>4. For dating, After I know girls spend a lot of time in dressing and make-up, I can understand finally what a big promlm about dressing it is.</li></ol> <p>Tips: 1) Skirt: Wearing a skirt can makes you more attractive and so can excite your boyfriend. (This is just the different property that a girl can shows as compared to wear pants.)</p> <p>2) High heel: Wearing a high heel can lengthen your body proportion. (I think this still has the effect of looking more vital)</p> <p>For interview, first impression is very important because dressing well is a matter about whether you are hired or not. (I agree. According to what someone said, diligent attitude is also important.)</p> <p>Tips: No informal and colour shirts: Maybe what you wear can deliver the what attitude with you.</p> <p>And for exercise, safety is the first thing must be considered.</p> <p>Loose and stretchable clothes, pants, and sports shoes are suitable.</p>
<b>Hsin-Chun</b>
<p>Your performance is very clearly and special. I think if I was a girl, this movie would be very useful to me^^! But I was a boy, so if you could add a little boy how to wear clothes in which knowledge will be better, I think it makes the film even more rich and practical, after all, your title is "How to dress in different occations".</p> <p>@婉娟, Your performance is so good, you are the soul of your team! but your tips is not clearly to me, because you say "whether wearing formal outfits or casual ones in suitable occasions", but is model video didn't told me how to dressing the right clothes in the appropriate places&gt;"&lt;.</p> <p>@沛瑄 Your description is very clear and excellent. but in 2:08 "to all girls" You say as "for all girls". And 2:28 "you can choose one-piece" i don't know that means. sorry&gt;~&lt;.</p> <p>@妙慧 you did a good job! Your voice louder than ever more clear!</p> <p>@麗玉 you did a good job and your voice very clearly! but in 4:32 ankle/'æŋk!/. you say as lik "ango"!</p> <p>Although there are some small problems, but I think your group is really great movie, you really are serious! ganba de!</p>
<b>Jen-Wei</b>
<p>Group4, your video are very creative. All of your pronunciation are clear. You almost use 80 second fashion show in your video, I suggest that you can decrease that time in your next video.</p> <p>@婉娟, you are still a good leader with self-confident, and suitable gesture.</p> <p>@沛瑄, you still do a great presentation.</p> <p>@妙慧, your presentation is much more fluent than last time.</p> <p>@麗玉, I think you can speak much louder that can make you presentation much better.</p> <p>Your recording let me know more about girl's outfits. Thank you~</p>
<b>Ming-Chung</b>
<p>Creative ! But the attached video is too long .</p> <p>@妙慧 It's a pity that you're more likely in reciting instead of introducing from 3:00 to 3:10 .But after that you do a good job in body language .</p>



<p>@麗玉 when you are mentioning about how to dress in exercise ,your voice is loud and clear . In conclusion ,this is the first record so don't be sad about the flaw you have .And I 'm glad to see your next one</p>
<p><b>Ching-Hsiang</b></p> <p>I think this video is useful but the attached video is too long .Maybe can add some main points in every occasions girls should pay attention. Maybe can like model to performance in runway.I think that will be perfect. @婉娟 you are still a good leader with self-confident.Keep going. @沛瑄 I think you are great in every presentation.Maybe the camera lens can show full-length of model. @麗玉 I think you are more confidence than before. Keep going</p>
<p><b>En-Chi</b></p> <p>Has the creativity very much, the movie is good, the interaction is very good. The body language development is very good, but sometimes speaks low voice, causes to listen not to be clear a little was a pity. This is the place which must pay attention.</p>
<p><b>Miao-Hui (Ho)</b></p> <p>It's a practical topic. I like your performance. @婉娟 you not only a good host but also a great actor. @珮瑄 your introduction is very detail. But your ppt put three pictures. Maybe you can more introduce others clothing. @妙慧 Don't be shy. You can try to more activity not just always read the draft. @麗玉 end of your performance. You and 婉娟 suddenly interact. Let me so surprise. I spent a few time to understand what mean is.Group4 you really did a good job. Nevertheless, I have some confuse with the video of show. It spent more than 1 minutes but next your introduction seems not match. Maybe you can cut the film to short. It will be not lose your point. Expect your next time.</p>
<p><b>Ming-Cheng</b></p> <p>Nice video, I learn a lot from your introduction. Could you introduce some information for boys ? @婉娟,you made a great opening and doing well as an model. @沛瑄,you speak fluently.And I think if you could talk more about the picture you showed us, it'll be better. @妙慧,your interaction with the model is interesting.I think you could speak with a little cadence,maybe you are too nervous. @麗玉,your introduction is very clear,I can understand what you are talking about without the subtitles. I think you could stand back a little cause I can't see you clearly.</p>
<p><b>Chun-Hsiang</b></p> <p>Really a good video for us to know how to dress if I were a girl...XD It's really complete no matter this is just the first time of the video~ The good model and the VCR in the video really make it much incredible~ @沛瑄 Your clear voice always can let us know what do you say without the script. I think you are really a good performer although you are speak in English~ @婉娟 It needs no mention about your clear voice and how clear you speak. You are really a good model in the video!!! By the way, you make us laugh when you have to take off your outer garment~ @妙慧&amp;麗玉 I really can see your progress in your video~ I believe it can be better after this time~ I think this is a good video to the topic, so I do expect what will be change next time~ Keep going!!</p>
<p><b>Chun-Yi</b></p> <p>i think the contents you have presented is very functional and near to the life, it makes me</p>

<p>discover that there is always full of knowledge of wearing.  but i think the movie attached in the video is too long and doesn't get relation to the three types of wearing in your discussion much ,just like a costume show .  i suggest that you can film "how to dress " in form of "where" and "sex distinction" in next time ,so that your presentation will be more completely.  i hope what i told above will help you even if just a little.</p>
<p><b>Sun-Lin</b></p> <p>I think your presentation is well-detailed and really teaches me. I hope one day you can have another one of male version.  @琬娟, your introduction can make me more into the topic of your presentation. I remember the pronunciation of "modern" is [a] rather than [o]  @沛瑄, you are confident, and your pronunciation is good, so I think you looks just like an expert in clothing. excited ~&gt; can surprise  @妙慧, I think your problem is still your voice, but when I turn my speaker's volume up, I found out you pronunciation is good. Therefore, I strongly recommend you speak louder.  @麗玉, your speaking is pretty clear and loud enough. The only small mistake is the pronunciation of ankle. I hear you say "angle".  The subtitle you provide is very useful for me to understand more and focus on your pronunciation. That is very great!</p>
<p><b>Yun-Cheng</b></p> <p>The subject you elect is very good and daily.  Your main point is:To put skirt when go to date,  the interview must be official and clothes must be loose when exercise.  But these are lacking details or specifics,  You could introduce the material, the brand,  the accessory as purse or earrings ect.</p> <p>婉娟,you are a good model,elect you do the model is a great idea.  沛瑄,your tone was powerful, increased the persuasiveness.  妙慧,your lecture is steady, but too calm, the intonation and posture could more exaggerative.  麗玉,you may take some ball to help your report,  some properties can make your report be better.</p>
<p><b>Yi-Wen</b></p> <p>group4,your video is vivid,your are very intention to record a video clip,that me understand the relationship between clothing and life.But you can do it better that your model show is too long,you can be brief even deleted,and you can change the beginning of word,because everybody doesn't necessarily look at the video in the morning.  @婉娟 I fully understand your the subject by your description,You look very confident that it make extra points for the film.  @妙慧 You speak quite smooth. You be well done,if you improve the shortcomings, you miss a word "what" at 3:11, and attention to your Pronunciation at 4:05  @沛瑄 Your performance was perfect. You are the best orator.Your pronunciation is very well , so I can easily understand what you're saying.  @麗玉 Your performance is very well,I hope you continue to maintain.</p>
<p><b>Po-Yu</b></p> <p>I think the video is really humourous and really useful for girls.  Real person model is creative for me  @琬娟 you have a good beginning, pronunciation is good as usual, but in the Second part(0:30), "suitable" is [u] rather than [ju]. :)  @沛瑄 pronunciation is well and with confident attitude,but in the 2:34 "kinds" is [aɪ], you</p>

seems say [e]

@妙慧 with a big smile when you speaking that is good,but in your part looks like divide into several parts that might be a little bit interfere auditor to smooth going.

@麗玉 speaks clearly and confident, but in your part seems a little bit dark, so i can't see your facial expression clearly.

all the parts are great and creative but the fashion show of the video might be too long, 10 seconds will be good! :)

### **Chia-Ching**

Group4,your video is interesting and creative.and I can easily understand when you speaking.But I think you can speak more about dress.

@婉娟 you are a good host,and I like your demonstration when your group members introduce the dress.

@沛瑄 You always be a good presenter,I think your speech is complete.But I think you can more interesting in the video.

@妙慧 you like in the discourse,I think you can more vivid in the video.your introduction will be better.

@麗玉 your pronunciation always be perfect.and I like when you say"be sure to protect yourself".it is so nature and vivid.

I really think if you play with others,your presentation will be interesting.and it must be better.

## Group 4 2<sup>nd</sup> feedback

<b>Yi-Neng</b>
<p>To Group 4 (the final exam 2nd recording)</p> <p>In the introduction of group members, you say I'm ..., it's not so easy to hear "I'm " clearly than it is to say "my name is...".</p> <p>@沛瑄:</p> <p>Your speech is full of gestures and variations of intonation. And this is your characteristic.</p> <p>Here are some suggestions:</p> <p>1)Are you ready to have a date with your honey in the weekend? I think putting a question at the beginning is for answer, consideration, deliberation, etc..</p> <p>2)I think you must very care with that ....Firstly, I think these words can move the audience a great deal.</p> <p>Secondly, I can not find the idiom "care with" in a dictionary, but there is an idiom "care about" that can be used.</p> <p>3)Dating with lover is the most important day of all girls. It might be better to say " it is the most Important day for all girl to date with their lovers" because "Dating with lover" is an action or a process and uses "for" instean of "of".</p> <p>4)Different styles can let your boyfriend feel changeable, just like they have a lot of different kinds of boyfriends. Firstly, it might be better to say "Different styles of wearing can make your boyfriend feel changeable" because there is the use of "style(s) of V-ing". Secondly, Could you tell me what the word "changeable" means? Thirdly, it would be better to say "..., as if/as though he had a girlfriend with different characteristics. However, the meaning is strage because the girl is in a dissociative-identity-disorder condition.</p> <p>5)You can dress one piece dress with a pair of high heels. It might be better to say "You can wear one of pieces of dress with a pair of high heels" because dress is an intransive verb.</p> <p>6)Wearing a skirt is really excited your boyfriend. It might be better to say "Wearing a skirt can really excite your boyfriend" because there can not be two verbs. Even though the word "excited" is used as an adjective, the subject might be a person.</p> <p>7)If you (can) wear a pair of high heels, it can lengthen your body proportion.</p>
<b>Hsin-Chun</b>
<p>Your performance is very clearly and special.But I do not know why you want to remove subtitles? i'm very like that idea.</p> <p>@婉娟, Your performance is so good, you are the soul of your team!but conclusions do not look smooth editing.</p> <p>@沛瑄Your description is very clear and excellent.</p> <p>@妙慧 you did a good job!Your voice louder than ever more clear!but why you in this time you didn't tell her"Could you take it off.please"?</p> <p>@麗玉 you did a good job and your voice very clearly!but in 3:48hurt /hɜ:t/.you say as lik"hard"! Although there are some small problems, but I think your group is really great movie, you really are serious! ganba de!</p>
<b>Jen-Wei</b>
<p>Group4, your video are very creative. All of your pronunciation are clear. And you don't use fashion show this time. The content of your video looks professional than last time</p> <p>@沛瑄, your presentation is nice.</p> <p>@婉娟, you are a good leader with self-confident, and suitable gesture.</p>

<p>@妙慧, your presentation is much more fluent than last time.</p> <p>@麗玉, I think you can speak much louder that can make your presentation much better.</p> <p>Your recording let me know more about girl's outfits .Thank you~</p>
<p><b>Ming-Chung</b></p> <p>In summary you all do a very good job ,so I can not too many flaws of you all.</p> <p>@沛瑄"s introduction about how to dress suitable is very professional . Different dressing makes us feel we are dating with different kind of girlfriend . That's good !</p> <p>@婉娟 you are responsible model when 沛瑄 is introducing .And your personality of vigorous can be guaranteed .</p> <p>@妙慧 I think you are improving this time . No matter is the intonation or your body language when you are demonstrate the image on the screen I can feel you do many hard work.</p> <p>@麗玉 It seems that you put more emphasis on how can we keep us from hurt rather than what should we wear.</p> <p>Group 4 your introduction is brief enough for us to understand ,and so is the character of you all .</p> <p>Thanks for sharig .THANK YOU.</p>
<p><b>Ching-Hsiang</b></p> <p>I think that is good way to show how to dress in different occassion. I think the three occassion is common so its useful imformation for grils.Maybe i will tell my friend.</p> <p>But i think you can add some detial,for example you can tell me why did girls dress pants with dark colors in meeting ,because it can let you look more pro let other people focus on your professional.</p> <p>@妙慧, 麗玉 I think you are too focus on every word ,Maybe you can like 沛瑄's facial expression or gesture to introduce.</p> <p>It can let audience more concreate on your contents.</p>
<p><b>En-Chi</b></p> <p>The introduction very detailed classified appointment, the interview, movement each kind of different situation have are putting on differently, but also has the demonstration. @ 婉娟, is a very good beginning, summarizes is also impeccable. @麗玉, displays roughly may encircle may select, introduces has the self-confidence very much. @ 妙慧, when explanation as if is reciting the draft, has not displayed the introduction the appearance, feels not smoothly. @沛瑄, has two forms on PPT, although has introduces their different place, but in demonstration time, as if only unfolds one kind a little to be a pity. Thanks the 4th group of movie!!</p>
<p><b>Miao-Hui (Ho)</b></p> <p>Group4 You really did a good job again.</p> <p>@婉娟 You have good speaking and performance. You change your clothes in different conditions. That the video more plentiful.</p> <p>@沛瑄 You always a good presenter. But I don't know what means "exiting your boyfriend"?</p> <p>@妙慧 You speaking let me feel is very carefully. Don't be afraid to say some mistake. It's ok.</p> <p>@麗玉 In sentence. The stresses appear in too many words. It is not easy to know what important is.</p> <p>Group 4 your introduction is very useful. Thank you for bring me much knowledge.</p>
<p><b>Ming-Cheng</b></p> <p>You didn't change pictures, you just change the words you say.</p> <p>Still, you did well, speak fluently and smoothly, use simple words.It's really a great video, but no that useful to a man.</p> <p>I think you could introduce some clothes for men if you want.</p> <p>When Judy say she didn't understand the sentence said by 沛瑄 "exiting your boyfriend", I think what 沛瑄 really want to say is "make your boyfriend exciting".</p>

<b>Chun-Hsiang</b>
<p>@group 4 I think your video is really take on an entirely new look with the light. I forget to tell you the student in cram school where I teach them said "why the video is so dark. " at the first sight~ I think they will have the new opinion this time~</p> <p>@沛瑄 I think you really make me associate with the girl in studio class room telling something special~ Your pronunciation is so good that you read letters really clearly!!</p> <p>@婉娟 You are so good that always be a good model in your video and enjoyed the video when you recorded it!! But your skirt didn't clearly in the video~ In addition, you are a good host in the video, too~ I think you can consider about standing near the middle of your group or in front of them when you are introduce the content in the beginning~</p> <p>@妙慧 You have the clear voice for me to realize what's the point of your report. But I think you should be more skill to make a big-character poster~</p> <p>@麗玉 I think you read the letter really clearly, but it can be better if you read it more nature~ You are a good team to have the video done~ Hope I can see the best presentation next time~ You will get it~ Keep going!!!</p>
<b>Chun-Yi</b>
<p>Group 4 provided us much information about dressing in different situation. Your scripts are easy to understand , however , I think you girls should practice intonation fluently instead of speaking each word like dividing your content.</p>
<b>Sun-Lin</b>
<p>I think the greatest improvement you make in this video is I can hear all of you very clearly.</p> <p>@沛瑄, you make a good start. The way you say at first sounds like a rap, and that makes your part very interesting.</p> <p>@婉娟, I can see the efforts you make because as a model you have to bring many kinds of clothes, but that really makes the quality of your video much better.</p> <p>@妙慧, I find you really speak loud this time, and the pronunciation is also good, the only disadvantage is that it seems not very fluent. Maybe you are too nervous.</p> <p>@麗玉, your English speaking is improving. That sounds very clear and natural.</p> <p>Last, it seems there are some problems on the editing of this video. I don't know why, but it looks a little bit not fluent. If this can be solved, I think the video can look more comfortable.</p>



### Group 4 3<sup>rd</sup> feedback

<b>Yi-Neng</b>
<p>Hello, your video is more interesting than the last one because this video includes more interactions between presenters and much interesting performance(dressed models, gymnastics).</p> <p>@婉娟:</p> <p>Firstly, you made a good beginning with a brief introduction and ended it with a brief summary.(As you listed items, you used gestures and paused for little moment)</p> <p>Secondly, however, it's a pity that there are two errors in your introduction.It's about the sentence below.</p> <p>We were including go to date, interview, and the gym.</p> <p>1)The word, include, have no progressive form.</p> <p>2)Include is a verb so it must be followed by (an) object(s).It might be better to say "Our presentation includes going to date, interview, and the gym".</p> <p>3)Moreover, there is an error in pronunciation.Modern /'mɑdən/ KK US</p> <p>Thirdly,I observe that you emphasize the two words, ladies and every times. This manner corresponds to the situation that how to dress well is a big problem for modern people.</p> <p>Finally, I think your pronunciation is clear and smooth and your presentation is naturally.</p> <p>@沛瑄:</p> <p>Firstly, you started with a question that could excite the audience's interests.Because the situation,,falling in love, might be being experienced by the audience.</p> <p>Secondly, also what you said corresponded to that how to dress well is a big problem for modern people.</p> <p>Thirdly, you spoke with suitable variations of intonation. This would let the audience feel comfortable.</p> <p>Finally, I think your pronunciation is clear and smooth and your presentation is naturally.</p> <p>@妙慧:</p> <p>Firstly, you started with one thing revelant to graduation.This again could excite the audience's interests.</p> <p>Secondly, your speech speed was slow and so clear, however, it would be better to speak more smoothly.</p> <p>Thirdly, an error occurred from 0316 to 0321.You can wearing pants is a good choice.- - &gt; You can wear pants and it's a good choice.</p> <p>Finally, I hope you will make big progress in English.</p> <p>@麗玉:</p> <p>Firstly, you looked very professional as you wore a suit and a pair of glasses.It seemed that you were going to take a clear view of the application form as you adjusted your glasses.So I think you were natural.</p> <p>Secondly, I can understand what you say clearly, nonetheless, I think your can be smoother.</p> <p>Finally, I hope you will make big progress in English.</p> <p>I think the difference among your videos was that in the last presentation, the camera lens focused only on the presenter's upper body. This had the effect of focusing and thus the audience would concentrate on the content.</p> <p>In the end, image seems not match the sound.</p>
<b>Hsin-Chun</b>
<p>Your performance is very clearly and special.I think if I was a girl, this movie would be very useful to me^^!But I was a boy, so if you could add a little boy how to wear clothes in which knowledge will be better, I think it makes the film..... even more rich and practical, after all, your title is "How to dress in different occations".</p> <p>@ 婉娟, Your performance is so good, you are the soul of your team!but in 2:30 is "National Taiwan University of Science and Technology" not "national taiwan university of science and technology"".</p> <p>@沛瑄Your description is very clear and excellent.but in 1:32"girlfriends"You say as"girl</p>

<p>friends".And 2:28 "you can choose one-piece"i don't know that means.sorry&gt;~&lt;.</p> <p>@妙慧 you did a good job!Your voice louder than ever more clear!But in 3:17"You can wearing pants is a good choice."can change be" You can wear pants and it's a good choice."</p> <p>@麗玉 you did a good job and your voice very clearly</p> <p>Although there are some small problems, but I think your group is really great movie, you really are serious! ganba de!</p>
<p><b>Jen-Wei</b></p> <p>Group4, I can know what your mean clearly because of your subtitle. And all of you can remember your script. All of you are good actress .In addition, you do some funny motions when others doing presentation. So cute!!</p> <p>@沛瑄, your presentation is nice.</p> <p>@婉娟, you are a good leader with self-confident, and suitable gesture.</p> <p>@妙慧&amp;麗玉, your presentation is much more fluent than beginning.</p> <p>Your recording let me know more about girl's outfits. Thank you~</p>
<p><b>Ming-Chung</b></p> <p>Groupe 4 It's a excellent video . No mater is the expression of your group members or the expression of how you demonstrate .</p> <p>@ 沛瑄 Tampo of your speaking is moderate, so that is easy for us to really understand .</p> <p>@ 妙慧 When you are changing the scene . You should raise the tone of your manners when speaking.</p> <p>@ 麗玉 Compared to your precious record , you do a good job because you keep the point on what is really important to the topic ,and that is very important to listeners .</p> <p>@婉娟 You are a good actress from beginning to the end .</p> <p>Although there is still some part you should notice ,I think the flaw does not cover the way you display ,Be aware of slightly speeding up speaking ,when you desmonstrate how to dress well in different occasions ....at 0:25</p>
<p><b>Ching-Hsiang</b></p> <p>I think your final video is so interesting.</p> <p>@婉娟 You are a good host in everytime,maybe you are to nevrous in this time,you didn't speak fluently in the opening,</p> <p>@沛瑄 You give us very useful tip. I think is useful for myfriend.</p> <p>@麗玉 Maybe you are too focus on every word ,It's seem doesn't like speaking ,maybe you can learn 沛瑄 or group2 facial expression or gesture to introduce.</p> <p>It can let audience more concrete on your contents and realize what you say</p>
<p><b>En-Chi</b></p> <p>The introduction is good, movie content unusual rich and the smoothness, lets my more detailed understanding movie content because of the captions. @ 婉娟, you have been the very good beginning, some characters are not possibly good read cause not to be a little smooth a little were a pity. @ 沛瑄, regarding arrives at when the outdoor activity the clothing content introduces very good has the self-confidence very much. @ 妙慧, at the right moment utilization following PPT illustrated that time the interview puts on the stress point, but the speech intonation a little even feeling does not have the spirit. @ 麗玉, puts on regarding date is having the opinion very much, introduces very smoothly also very much has the self-confidence. Thanks the 4th group of movie!! Best wish!!</p>
<p><b>Miao-Hui (Ho)</b></p> <p>Group 4. The final video is so interesting. The scenario make the video more plentiful.</p> <p>@婉娟 You always is a good host. But the introduction seems is not very fluently. Between word and word have some gaps.</p> <p>@沛瑄 You give us very useful advice. Your speaking I can't find any problem.</p>



<p>@妙慧 You get more progress. Play the role is very interesting. The speaking can more practice.</p> <p>@麗玉 You speak the word and word is very clear. But It seems not a sentence. Don't use much stress. It will make your speaking great.</p> <p>Group4. This video can feel your efforts. Practices make it perfect. Good!</p>
<b>Ming-Cheng</b>
<p>group 4, excellent introduction. You didn't change a lot in this version, but it still great.</p> <p>@婉娟, you are a great host, but you didn't speak fluently in the opening ,maybe you are too nervous.</p> <p>In some part of the video, I can't see you clearly when you tried to show us how to dress.</p> <p>And I think you can show us more types of clothes.</p>
<b>Chun-Hsiang</b>
<p>I think the film you group present is really good information for those girls who do not know how to wear~ It's not only clearly but also interested for us. Especially for the film between the topic which is really creative, it make me really enjoyed the film!!!</p> <p>@婉娟 Same again with saying that you are really a good model and a good actor to be between scenes. Maybe there is a little dark, but your body language and the smile on your face really make audience be happy to see your presentation. By the way, why you laugh so happy at 00:20? And I think it's a pity that you are look so serious at the last of the film. The suitable sounds KK [ˈsutəb!]. But in brief for your action, wonderful!!!</p> <p>@沛瑄 You are so influent that really make me associate you with the radio broadcasting. Nothing but a big applause to your presentation. Gj~</p> <p>@妙慧 You are getting better and better step by step. You can try to have some cadence in your sentence. For instance, you can raise your voice higher in the end of a question. Well done!!</p> <p>@麗玉 You make a big effort and have a big change after the whole class. Don't be nervous with saying English, try to link the English instead of read it word by word. You will be better!!!</p> <p>I think this is one of the best video in the class. Oh, it's not only best in the class. I think it can post to some people who want to know how to wear outside. Really useful and great film for us~ Really wonderful!!</p>
<b>Chun-Yi</b>
<p>Your video is much clear and interesting after adding subtitle. There are some problems about intonation. For each sentence in your scripts , there must be stressful for some pronunciation of words. Moreover, you could add gestures to make us know what the main point. Group 4 filmed better video after every comment and I'm so gald to see your video much progressive. Introduction of film is a little weid because of tenseness.</p>
<b>Sun-Lin</b>
<p>I think the idea is very good that some of partners will perform behind when the speaker is introducing her part. Also, the edit of the video is better than the one at last time.</p> <p>@沛瑄, I think your English is really pretty good. If you still want to improve, I think you can try to add more ideas to your content.</p> <p>@婉娟, I just feel your English speaking is a little bit different this time. It seems not as fluent as the one in last video. You look a little tired. Take care!</p> <p>@妙慧, I am very excited and happy to hear you also speak loud this time, and it also sounds more natural, too.</p> <p>@麗玉, your speak so fluent and clear! and it sounds also energetic too.</p>

## Group 5\_1<sup>st</sup> feedback

<b>Chih-Lung</b>
<b>Po-Hsun</b>
<b>Yun-Chih</b>

<p>Hello 鈞翔</p> <p>Could see very nervous, because even the speech is choked, but it made me laugh no reason to have to think</p> <p>When reading the sentence in the very smooth, I feel like the only word in the read</p> <p>Very blunt, I think you need more time to practice to help you achieve the effect of fluid</p>
<b>Li-Yu</b>
<p>Group5, I think you topic "How to use chopsticks is an interesting and very practical.</p> <p>Furthermore, I do not know why your video is segmented,</p> <p>so that I can not understand the full content of your video description.</p> <p>Finally, I hope you can show the complete video. I am looking forward to your next presentation.</p> <p>鈞翔,I think you have loudly voice and clear for presentation. However, I noticed you have been watching on paper, It makes you look less natural.</p> <p>You can try to practice a few times,</p> <p>Perhaps will make you look more natural and speak more fluent for video.</p>
<b>Miao-Hui (Chen)</b>
<p>Group5, thank you for your introduction. I think “How to use chopsticks” is important for us. We use chopsticks to eat meal so learn how to use chopsticks is necessary. Your opening scene is interesting but chopsticks put there didn’t good demonstration.</p> <p>I have some questions. First question, why your group just one person. Second question, why your video separate two part. Finally question, is the two video complete video.</p> <p>My own feeling was your video is not complete. Hope you can improve your video to match teacher’s format. I look forward you correct format video next time.</p> <p>Best wishes!</p> <p>@鈞翔, your presentation is good but maybe you need to more practice. If you don’t see the script, it will better. Your performance is interesting. To continue to develop you presentation skills you can progress next time.</p> <p>Best wishes!</p>
<b>Pei-Hsun</b>
<b>Wan-Chuan</b>
<p>@鈞翔, I'm very like your presentation in this show. You are so interesting that make me have a big laugh and a good emotion. And your pronunciation is very clearly that I can clearly understand what do you talk. But your gesture can be less by your hand in the next times that would be better.</p> <p>Best wishes!</p>
<b>Chia-Ching</b>
<b>Po-Yu</b>
<b>Yi-Wen</b>
<b>Yun-Cheng</b>
<p>You looks very anxious, often stutters, actually your pronunciation is well, more relaxed. Your sight often runs up to the table and not looked at the lens, might try to memorize the content next time, and you will not need to look at the note.</p>

## Group 5 2<sup>nd</sup> feedback

<b>Chih-Lung</b> Group5 Your introduction of using chopsticks is very detail, but your lens screen is a little dark. And why are you use the pens instead of chopsticks? It's very strange ~~~ @駿逸 Your speech is so clear, and I almost know what you say. But you feel a little nervous. Don't shaking your body that will express naturally. @松霖 Your pronunciation is very clear, but your voice is a little low. You just keep speaking. Maybe you can add some gesture or props to make you vivid. @鈞翔 You're so enjoyable in your style. You can slow down your speech rate because your video doesn't add subtitles, some words I can't understand. Next time like 允政 says you could prepare some food for your chopsticks to use. It will be vivid in your introduction. Sincerely~~
<b>Po-Hsun</b> I think you get a pair of bamboo chopsticks should not be a difficult thing. To demonstrate why the chopsticks do not really. @駿逸 I think your very well spoken. Really detailed explanation of the chopsticks. Why not try clip something. @松霖 I don't feel very out of feeling like yourself. It looks like you have to see the direction of the lens. And directly to read out word by word. Feeling to be so stiffness. @鈞翔 Wow you are so fast and fluent. you prepared very enough. I feel you speak like tongue-twisters so fast but very clear. Most of this group is a person to speak and teach how to use the chopsticks. I think the next time you can create some situations. Like clip tofu with chopsticks or fast clip bean with chopsticks.
<b>Yun-Chih</b> Group 1 Baseball is my favorite sport, so particularly happy in watching this film. @昕峻 Can see that opening nervous, I think you need more practice to achieve better results. @奕能 See you on the baseball very understanding and very detailed description, but I think when you express that in the lively. @明鐔 Using body to explain so that we can more clearly understand, but feel a little a bit stiff. @人瑋 Relax, I can see for a very full!!! you can do better it's more better than first. keep going !!!!!!!!!!!!!
<b>Li-Yu</b> Group5, I think you topic "How to use chopsticks is an interesting and very practical. Because we have to use it every day, so as it concerns us, how to properly use chopsticks is very important. I really think is useful. I think you have loudly voice and clear for presentation. However, I noticed you have been watching on paper, It makes you look less natural. You can try to practice a few times, perhaps will make you look more natural and speak more fluent for video. Furthermore, You can use a lot of Auxiliary tools, for example is power point and microphone, it good for you video. not to mention, can you try to lively and tone of voice can change, everyone will be more interested in watch the your video. Final point, You did not probably introduced the beginning of the outline of your video, and end of the film you did not do a summary conclusion. My own feel if you could the beginning and end more detailed description, perhaps you can make your video more complete.
<b>Miao-Hui (Chen)</b> Group5, thank you for your introduction. I think "how to use chopsticks" is important for Chinese, because we usually use chopsticks to eat meal. Your video is very practical. Your presentation is good but has some boring. You maybe can perform more interest and lively. For example, you can simulate you have dinner, and you introduce how to correct use chopsticks

for us. @駿逸, you cease too long from 1:25 to 1:37. You could need more practice and you will more fluent and better. @均翔, your performance is good. Your voice sounds like full energy and lively.

Your presentation is great than first time. Next time, hope you can submit your video on time. I look forward your video next time.

Best wishes!

### Pei-Hsun

Group5, we should give you a big applause due to only with three members to achieve this project.

But, if you can upload on time would be better.

Your topic about "How to use chopsticks " is really a difficulty for foreigners. They is used to using knives and forks or others. To them, chopstick is hard to control not mention to use it in eating.

@鈞翔, thank you for your wonderful opening. It's so clear that I can know your brief content fast. What's more, when you say the last rice in bowl, we could let the bowl close our mouth is very interestind and appropriate. But, there is some way you could notice more:

0:14 "eating with chopsticks can be....?" I can't understand, your voice become lower.

@松霖, you perform and know the script actually. Moreover, your skill in performing really progress a lot. But, you can do something when you say to appeal to audience.

Besides, your voice is too low to hear and when you say words with "d", you usually over emphasize. You could notice that next time.

@駿逸, you tell us how to use chopsticks in a good pose. However, when you tell the way to use them, your image only left your hand. In my opnion, you could demonstrate how to use it to clip the food. What's more, you could rehearsal to perform fluently.

To sum up, you really do a good job with funny topic. If you could add subtitles to let the audience understand your content will be better!!!

Best wishes....

### Wan-Chuan

Group5, I think "how to use chopsticks" is a important learning for foreigners. And you have a well introduction in the beginning. But you might use ppt about chopsticks use ways or types introduction that would be more clearly.

First, although you have a clearly demonstrate in front of camera, you should be inside of camera that we could know your facial expression.

Second, you should try to have more practice about your script. I think that would make your show be more fluently and vivid.

Third, you can go around in the video but not to let your body waver always that would make audience confused.

Finally, if you could correct above mistakes in your presentation, it would be more vivid and attractive to audiences!

Best wishes:)

### Chia-Ching

Group3, I really like your subject, and your beginning is so spirited. I think these are so hard to explain how to use it.

@駿逸 I always like your speech, I can easily to understand what you say. and your introduce is detailed.

@松霖 I think you should more loudly in the video. and you can try to use some actions. let your introduction more detailed.

@鈞翔 you have a old question, I think you can more slowly in your speech. that can let some audiences more easily to understand.

Group3, If you don't have powerpoint or background, I think you can turn on the lights in the classroom. and use real chopsticks to demonstrate.

<b>Po-Yu</b>
<p>I think your video is really helpful for the foreigner, but you only use the pens to show us how to use the chopsticks that It is really a pity</p> <p>駿逸,you demonstrate a great way about chopsticks, but I think you can stand back, let your head show on the video so that we can see you facial expression</p> <p>@松霖 you do good at speaking, but I think you need some picture to explain what you want to say , and speak loudly that will be fin</p> <p>@鈞翔 the beginning and the ending are good, speak clearly and loudly. Keep going!</p> <p>I wonder know what happen in the 3:55, I think 松霖 is not finish his part why disappear in the end</p>
<b>Yi-Wen</b>
<p>Group5,This is a very interesting subject for foreigners. Many foreigners don't know how to use the chopsticks. I believe that foreigners can understand chopsticks usage , when they see the the video.</p> <p>@駿逸 You introduce the chopsticks usage diligent. When you improve weaknesses that will make you better, You can speak smooth in 1:14~1:16, and you can speak clearly in 1:58~1:59.</p> <p>@松霖 You speak favorable,but I think that you need stage property to support your description. This will allow you to explain excellent.</p> <p>@鈞翔 Your description is vivid and detailed. You prepare the video diligent that can extra points to your video.</p>
<b>Yun-Cheng</b>
<p>Quite shocking opening hahahaha.gesture if the host can focus on the key I think will be better</p> <p>@駿逸 Describes very correctly, though I forget how to learn to use chopsticks, but feel like reading the manuscript, which was very not smooth.</p> <p>@松霖 Feeling very standard pronunciation, but I think need to speak up.</p> <p>@鈞翔 Deliberately stressed the tone feels good, feels very natural to sound</p> <p>I would like to take more the next time the application will be better.</p>

### Group 5\_3<sup>rd</sup> feedback

<b>Chih-Lung</b>
<p>Group5 Your introduction of using chopsticks is very detail than before ,and your pronunciation&amp;voice is clear,but you should check some words when you're speaking.Besides your subtitles didn't make well,sometimes cover the image.You need to check,too.</p> <p>@駿逸 Your presentation is so clear and detailed.But why aren't you use the real chopsticks to introduce? I advise it again.</p> <p>@松霖 Your prounciation is very clear,but you should be confident like@鈞翔.You can do some special like use props or exaggerating gesture to catch audience mind.</p> <p>@鈞翔 You're so enjoyable in your style again,But I can't watch some progress in this time.</p> <p>You add the subtitles but you didn't prepare some food for your chopsticks to use.There is a little pity in your vedio.Maybe next time you can imitate the eating situation to make your presentation vivid.</p> <p>best wish!</p>
<b>Po-Hsun</b>
<p>That subtitle almost out of the screen.And that subtitle cover your screen third of one.moreover your subtitle is not on time....furthermore subtitle sometime very big sometime very small...</p> <p>@駿逸 Your explanation is not smooth and the part of the hand only seems to according to a manuscript read directly.</p> <p>@松霖 Your performances only by speak....That we simply listen to the tape.</p> <p>@鈞翔 You are so vivid .But sometimes i can't watch some subtitle in the video.and why your screen so dark.but you are more detailed than other.</p> <p>you can use more and more tool.some tool like your main topic chopsticks it is easy to find it. and random food you can buy for the video.You can also take the time to eat the way.</p>
<b>Yun-Chih</b>
<p>Group 5 subtitle if the words line by line to see more convenient, and many titles have been cut off the screen</p> <p>@鈞翔 Tone do not always feel, I want to look at this sentence with you related to it, not every sentence mood swings are so great, perhaps you should pay attention to the relationship between word and word to express your emotions and turn</p> <p>@松霖 Feel with the point of practical examples to explain the steps to be better, just a verbal explanation, seems to fail to effect</p> <p>@駿逸 Describes very correctly, though I forget how to learn to use chopsticks</p> <p>Keep going!!!!!!</p>
<b>Li-Yu</b>
<p>Group5,All the comments suggested that I have written in the last time,but you did not adopt. The reason is that I think your video is the same as the previous one. I think you topic "How to use chopsticks is very practical.Because we have to use it every day,so as it concerns us, how to properly use chopsticks is very important.</p> <p>I really think is useful.</p> <p>I noticed you have been watching on paper,It makes you look less natural.</p> <p>You can try to practice a few times,perhaps will make you look more natural and speak more fluent for video.</p> <p>Furthermore,You can use a lot of Auxiliary tools,for example is power point and microphone,it good for you video.not to mention,can you try to lively and tone of voice can change,everyone will be more interested in watch the your video.</p> <p>Final point,You did not probably introduced the beginning of the outline of your video, and end of the film you did not do a summary conclusion.My own feel if you could the beginning and end more detailed description, perhaps you can make your video more complete.</p>
<b>Miao-Hui (Chen)</b>



<p>Group5, thank you for your introduction. I think your theme is good and practical. I am wondering about maybe you can do better about this theme. You just oral and simple demonstration it, I think it is a little boring. You can put some situation about you use the chopsticks in your video. For example, you can assume you eating meal in the restaurant, and introduce how to use chopsticks and we should notice about etiquette in the table. I think this manner is more interesting to introduce this theme.</p> <p>Your video is worth to learn, but just need to improve it more attracts the audience. Moreover, maybe you are so busy but I hope you can submit the video on time. We just can comment it on time. To continue improve your presentation skill and observe the deadline. It will better for you.</p> <p>Best wishes!</p>
<p><b>Pei-Hsun</b></p> <p>Group5,I'm so happy that you upload and finish your the final video.You did it.Your opening "Group5" is very funny and powerful.</p> <p>But,I find that your video as if the same with second round only different in subtitles.</p> <p>Besides,you are late to upload on time,it's so pity!!But,what you introduce about using of chopsticks is very interesting.</p> <p>Using chopsticks is really a big and so difficult problem to most people.</p> <p>Even we used to using them from we are children,many people still can't use it well.</p> <p>In your video,you look like have a strong team chemistry with smile happily. But,@駿逸is out of the camera .You could in the camera and introduce how to use it.</p> <p>What's more,your subtitles are nearly cover your face.You could control it show one sentence at once.</p> <p>Moreover,@松霖could double check some words pronunciation such as stips,tips,sticky,against and clumped and so on.</p> <p>When@鈞翔 introducing etiquette,the content is very plentiful and really true.But,your subtitles changing from big to small.You could take more care.</p> <p>Finally,you still do a good job~You had better do more rehearsal and become excellent!!</p> <p>Best wishes~</p>
<p><b>Wan-Chuan</b></p> <p>Group5, you put captions in this video that would make me have more understand in that. Thanks your final presentation.</p> <p>You have a clear introduction of "How to use chopsticks" in this video. But I think if you could have more demonstrates when you introduced how to grip chopsticks that will be more clearly. You can consult Group1 like "明鏘"&amp;"人瑋". I think they have a detail introduction step by step! But I still have some suggestion to your presentation!</p> <ol style="list-style-type: none"> <li>1. Don't wave your body during introduction. That makes audiences dizzy!</li> <li>2. Your script should not overtake your breast. The best way is below breast.</li> <li>3.You have a pronunciation "practice" at 1:38 seconds.</li> </ol> <p>Finally, I'm very thank your presentation in the final.</p> <p>Best wishes:)</p>
<p><b>Chia-Ching</b></p> <p>group 5,I think introduce "how to use chopsticks" is so difficult, but your presentation is detailed.if you can use real chopsticks,I think is more better.</p> <p>@駿逸 your pronunciation always be clear,but I think your "able" is so strange.</p> <p>@松霖 in the video, your voice are not loud,If you can perform that you say,it can be better.</p> <p>@鈞翔 I think you can more slowly when you speak, if you don't have subtitles,I can not sure what you say.</p> <p>I think group5 can use some powerpoint or picture,that can let audience clearly to know your presentation.</p>
<p><b>Po-Yu</b></p> <p>Group 5 subtitle almost full of the video, I almost can't see your face, if you can type the subtitle</p>

<p>with the time of speaking that will be good.</p> <p>@駿逸 I think that is a good way to demonstrate about chopsticks, but I can hardly feel the emotion during your part especially your head is out of your camera, it seems you are reading the actor's lines not speech.</p> <p>@松霖 you have good attitude in the video, but sometimes your tone will be a little strange such as "food"</p> <p>In the word " food " the stress is on the Second syllable.</p> <p>@鈞翔 a good host with a confidence attitude, but "especially" is [ə] rather than [i].</p> <p>I look forward to you really can improve your video. :)</p>
<p><b>Yi-Wen</b></p> <p>You only add subtitles according to my observation, I consider that your video didn't revise. I don't know how to assess. So I attach last comments to provide a reference.</p> <p>"Group5, This is a very interesting subject for foreigners. Many foreigners don't know how to use the chopsticks. I believe that foreigners can understand chopsticks usage, when they see the video.</p> <p>@駿逸 You introduce the chopsticks usage diligently. When you improve weaknesses that will make you better, You can speak smoothly in 1:14~1:16, and you can speak clearly in 1:58~1:59.</p> <p>@松霖 You speak favorably, but I think that you need stage property to support your description. This will allow you to explain excellently.</p> <p>@鈞翔 Your description is vivid and detailed. You prepare the video diligently that can extra points to your video."</p>
<p><b>Yun-Cheng</b></p> <p>駿逸, the captions have occupied 1/3 screens when you are explaining, your hands and the chopsticks have been covered, it's a pity.</p> <p>松霖, you introduce the chopsticks only by mouth, the man who never uses the chopsticks is difficult to understand.</p> <p>It is not difficult to prepare some food, I think you can perform more well originally.</p> <p>鈞翔, you introduced the etiquette of chopsticks, you may make a playlet with your member, to demonstrate the correct and the wrong etiquette about chopsticks, it is unentertaining that only use mouth to explain.</p>



## Group 6\_1<sup>st</sup> feedback

<b>Yi-Neng</b>
<p>1. At the beginning, you mentioned the right and wrong manners. That's the point we must know because the first impression may be stamped on people's minds deeply.</p> <p>2. Good manners</p> <p>1) Wearing a neat and tidy clothes is a good beginning.</p> <p>2) Preparing a gift.</p> <p>3) Behave more polite.</p> <p>4) Help your girlfriend's mother with housework.</p> <p>3. In the video, the girl slap the boy's shoulder. I have seen similar actions like that. It's very true-to-life (I'm smiling). But this action may occur in a opposite situation.</p> <p>4) You really did well, however there is an error in grammar. That action "Bring" refers to take something or someone from one place and "have them with you" when you arrive somewhere else while the action "take" refers to move something or someone from you.</p>
<b>Hsin-Chun</b>
<p>I think your performance is very good, especially you specially go and get a wig. That really creative, I very like that idea!! And this video very useful to me. But I hope the next time subtitles word can be bigger, I think this video will be better. And your film there are less than 5 minutes, I think you can improve next time this little problem, Your video will better than now.</p> <p>@嘉慶: You are a good host. You were born an actor. But in 0:49 subtitle had little problem. I think "jorge" and "merry" should be write "Jorge" and "Merry". As well as in "Bad Way" which you suddenly drunk, so I do not quite understand why you drunk? I think if the show, you can use some of the plot, shows that drink is a bottle of wine. I think the audience will be clearer, video trying to say.</p> <p>@嘉慶 @允政 @奕文 @柏宇: Your performance is really very good, voice is very clear, appropriate distribution of roles, you really did a good job. ganba de!</p>
<b>Jen-Wei</b>
<p>Group6, your video are very creative. All of you are good actor with clear pronunciation and proper body language.</p> <p>@嘉慶, you are still a good leader with self-confident, and suitable gesture.</p> <p>@柏宇, you do a great presentation.</p> <p>@允政&amp;奕文, you wear fake hair this time, and that very suit for you lol.</p> <p>I know more detail about how to meet girl friend's parent from your video, thank you~</p>
<b>Ming-Chung</b>
<p>Group 6, you show us the how to be polite to meet others</p> <p>And in my opinion, first impression is very important so no matter the clothes and manners should be noticed. In summary, the voice is clear and the play is easy to understand. Not to mention about the slide this time play a important role because it kept in my mind very much. But one thing should be concerned is that your subtitle disappear in the middle of the show.</p>
<b>Ching-Hsiang</b>
<p>Your video are very creative. I like your stage property.</p> <p>I think your video content many detail such as stage property.....Its great</p> <p>@嘉慶, you are still a good leader with self-confident. The voice is very clearly and have many interaction.</p> <p>@柏宇, I think you are great in every presentation</p> <p>@奕文, your fake hair is terrible but i like</p> <p>@允政. Maybe can relax when you interact with 嘉慶. Because it seem your a little nervous.</p>
<b>En-Chi</b>
<p>Compares with and the bad way, lets the human very clear know that which should choose to use in visiting others; Puts on neatly is having politeness is clearly most likeable also lets the human</p>

<p>have the good impression, particularly the gift preparation must be careful. @ 允政, uses in the thing which cannot be counted as if being probable to use too much the proper which comes compared to too many. the @ 嘉慶, each words and expressions said very much the clear pronunciation and mellow voice, perhaps some voiceless consonants part quick speed belt meeting Let the dialog be smoother. @ 奕文&amp;柏宇, parents' roll play is very good, also not has the question in the content or the dialog, can perhaps appraise directly in the plot to the groom's family will have the effect. Thanks movie which the 6th group goes all out with all one's heart!!</p>
<p><b>Miao-Hui (Ho)</b></p> <p>It's so creative. You compare the good and bad. Let the audience clear to understand the different. @嘉慶 you completely into your role. Play very good and so nature. @允政 you like play a girl. But your action sometime seems too rude. @柏宇&amp;奕文 You are a great parents. But I think your role maybe can change. In general Mother has more opinions. Gourp6 you use many stage properties to close the real life. It can feel your intention. Keep going</p>
<p><b>Ming-Cheng</b></p> <p>Group 6, you use both positive and negative way to show us how to meet girlfriend's parents. @允政,you really did a good job as being a host, you made a clear and fluent opening and ending. If you can improve your pronunciation when saying some words like "good" and "tips", it'll be better. @嘉慶,you acted vividly and spoke fluently, perfect performance. @柏宇&amp;奕文,you did well in telling us how parents feel when confronting these situation. Compared with 嘉慶, you two were too cool, but it's ok, no big deal.</p>
<p><b>Chun-Hsiang</b></p> <p>Ha Ha Ha~ This is a really interesting video~ But can the bad case be in real life? I think it is so exaggerated that he get drunk so quickly~ But I really like the video~ When I see 嘉慶's change in good manner, I was really astounded~ By the way, I think the summary could let us know what's the point to the title~ To sum up, no matter what's the content is, group 6 always prepare the stage properties attentively, so we can always enjoy their video~ Keep going!!</p>
<p><b>Chun-Yi</b></p> <p>Ha Ha Ha~ This is a really interesting video~ But can the bad case be in real life? I think it is so exaggerated that he get drunk so your content of presentation is very plentiful and you used subtitle in the video that can help us to understand more about your conversations. but subtitle was messing in the later parts of the video and you should speak more loudly in some parts of the video. i think if you mend these drawbacks then your presentation will be more completely. you are a very earnest group. keep going!</p>
<p><b>Sun-Lin</b></p> <p>It is a very good idea to make two different parts in this presentation. I can easily understand what's going on in this topic. @嘉慶, your acting is very good and natural. I think you know how to express this role through both your speaking and acting. @允政, you are the more amazing one among all of your group members. I see your English is really improving. Although sometime I can still hear some words are not spoken very natural, but your speaking is already clear enough for most people to understand. Good job! @奕文 和 柏宇, I think your performance has no big problem as a whole, but in the right way part, you whisper to each other to talk about 嘉慶, and both of your voice are so small that I cannot almost hear you, and the subtitle disappears suddenly. I don't know why. Your group's performance always surprise us, so I very expect your next nice work!</p>
<p><b>Chih-Lung</b></p>

<p>Group 6 Your performance is very complete, and have many fun on your facial expression. Props and background make the presentation vivid. Let me get into the video to be an actor. It's so interesting for me. :)</p> <p>@嘉慶 You play very nature and act comparison of bad&amp; good way is obvious.</p> <p>@允政 You are a little cool man when you play a girl. So your voice be soft and tender that will make you be a real girl.</p> <p>@柏宇&amp;奕文 Your presentation can make more obvious. Example when the man be more rude, Father can scold him.</p> <p>And mother should act more complaints to their daughter. You can imitate to @嘉慶,he do this well.</p> <p>Your video always full of energetic. If you keep on going and add some special, you will be the best of the class.</p> <p>Sincerely:D</p>
<p><b>Yun-Chih</b></p> <p>Group 6 Is indeed the best of a group, performing a very vivid And there with the background when the scene.</p> <p>@嘉慶 This role is really too much for you,It feels like the way you usually.</p> <p>@允政 Serious than the boys still feel you girl, I think that in the delicate, occasionally spoiled the effect may be better</p> <p>@柏宇和奕文 I would like to play his father's feet and color can be more serious. But see that a very natural performance</p> <p>Once again, we should learn a group, but also hope that more progress you can</p>
<p><b>Po-Hsun</b></p> <p>I think your group's videos have done very structured and situation in the film drama is very good. Items are appropriate for use.</p> <p>@嘉慶 You look like a actor play a major. Very natural performance. I think your show is more than other people and you do a good job. Maintain your good condition.</p> <p>@允政 I think you can show your unhappy on your face more. I think you have played very well. If there is a need for improvement is to be a bit feminine.</p> <p>@柏宇&amp;奕文 The two of you look a few performance. I hope you can play more and words more. Can pretend to take food came in and said to eat more. And you have not eaten dinner action. If you can, try to make two other people face can also be inside the lens. The face of 奕文 in the film almost does not appear. In addition to the beginning of the introduction.</p>

## Group 6\_2<sup>nd</sup> feedback

### Yi-Neng

To Group 6, final exam 2nd recording, bad-manners scene  
Here are some suggestions and my observations:

@嘉慶:

I think the main character is the boy because of the title of this video. And your performance with much body language(bad one and good one) is key point of this video.

1) And in this video, we will demonstrate IN both appropriate and inappropriate ways for you. I think the preposition, in, is unnecessary although it is common to use “in adj. way/manner”. Because the word “demonstrate” can be either a transitive verb or an intransitive verb. And the pronunciation of appropriate is /adj. ə'prəʊ pri it; v. ə'prəʊ pri, ert/(Note that you should pronounce the first one).

@奕文:

Your voice is so interesting as you say “I think my food is delicious”. Of course, your performance is so interesting in this video. I think character you act as has the function of adding interest to the video.

1) I can not hear clearly from 0110 to 0114(~ his clothes ... so informal).

@允政:

According to my observation between 0200 and 0220, your body language is natural. Of course, you perform well in this video.

1) Hey, Shrek, where is your gift? I have a question about “your gift”. Although I understand what “your gift” is (the gift which you give to someone voluntarily). If you said “Where is the gift?” or “Where is the gift you prepared?”, the meaning is more clear. And there is a contradiction, Shrek says “Oh, gifts. I lost them on the bus.” Here Shrek says giftS, but you just said gift(plural, singular).

2) Hey, Shrek. Don't drink too many. Here “many” means a large or considerable NUMBER of persons or things. And “much” means a great QUANTITY, MEASURE, or DEGREE. So it's correct to use “much” here.

3) Why are-- > do you eat so less? The antonym of much is little so “less” must be replaced by “little”

4) Shrek, you are get drunk again. “Are” is unnecessary here.

5) I walk him to the taxi stop. “Walk” means to take an animal for a walk so take should be used here. And it's taxicab stand, taxi STAND, taxi rank, cab rank, or hack stand not taxi stop because it's a queue area on a street or on private property where taxicabs line up to wait for passengers. A bus stop is a designated place where buses STOP for passengers to board or leave a bus.

Although I give you the most suggestions, it does not mean you behave badly. I think you have tried your best.

@柏宇:

I have ever seen the action of spreading out your hands and touching your face with your right palm (0158~0203) in a movie. It shows you feel surprised and angry. Your performance shows the boys the reaction/respond that will be given if they behave badly.

1) I can hear clearly what you say from 0131 to 0134(The ~ is prepared now, we can ~.)

2) He is rough and impolite. It's “impolite” not “unpolite”.

3) Could you tell me what the “~” part is in “How can you ~ him”.

When everything is considered, group 6 always performs in an engaging way because you utilize props to make your video more attractive.

<b>Hsin-Chun</b>
<p>I think your performance is very good, especially you specially go and get a wig. That really creative, I very like that idea!! And this video very useful to me. But I hope the next time you can add subtitles, I think this video will be better.</p> <p>@ 嘉慶: You are a good host. And your performance is really very good. But in 3:40 Plate to take up this action. I do not think the family for dinner with his girlfriend to do it.</p> <p>@ 奕文: Your performance is really very good. But in 2:37 Your speech is not clear.</p> <p>@ 柏宇: Your performance is really very good. But in 3:45 I don't understand why you use chopsticks? Are you not foreigners (Europeans or Americans)?</p> <p>@ 允政: you did a good job. But in 4:50 "meet" "meet" your pronunciation is a little strong. It sounds a bit like "meeter".</p>
<b>Jen-Wei</b>
<p>Group6, you change your clothes this time, I think It's a good idea for audience to understand your mean.</p> <p>@ 嘉慶, you are a good actor with self-confident.</p> <p>@ 柏宇, you do a great presentation.</p> <p>@ 允政&amp;奕文, you wear fake hair, and that still very suit for you lol.</p> <p>I know more detail about how to meet girl friend's parent from your video, thank you~</p>
<b>Ming-Chung</b>
<p>At about 3:00 the bell rang, I hope you can stop till it was over.</p> <p>@ 嘉慶 although it's an old question, but you can notice the pronunciation of appropriate and inappropriate.</p> <p>@ 奕文&amp;柏宇 both of your presentation go smoothly. But maybe you can have more chance to say, I think it's the way to make the show better.</p>
<b>Ching-Hsiang</b>
<p>I think that is good idea to show in two different way. Because it can let me know the difference between bad and good.</p> <p>I think you're good because you notice some detail. For example to appreciate her mother's cuisine. It's polite. but I think you can show more, because when you meet your boy's or girl's parents there are many manners you should take notice. For example when you come in you can say hello Initiative and after dinner you can help to wash dishes ..... There are good way to let your boy's friend or girlfriend's parent give you a favorable impression.</p>
<b>En-Chi</b>
<p>Compares with and the bad way, lets the human very clear know that which should choose to use in visiting others; Puts on neatly is having politeness is clearly most likeable also lets the human have the good impression, particularly the gift preparation must be careful. @ 允政, uses in the thing which cannot be counted as if being probable to use too much the proper which comes compared to too many. the @ 嘉慶, each words and expressions said very much the clear pronunciation and mellow voice, perhaps some voiceless consonants part quick speed belt meeting Let the dialog be smoother. @ 奕文&amp;柏宇, parents' roll play is very good, also not has the question in the content or the dialog, can perhaps appraise directly in the plot to the groom's family will have the effect. Thanks movie which the 6th group goes all out with all one's heart!!</p>
<b>Miao-Hui (Ho)</b>
<p>Group 6 your video can show your group's feature and teamwork.</p> <p>@ 嘉慶 your performance is so nature. But at 1:30. You say "I think so too". Add "too" in the end seems too strange. Usually "I think so" are including "too" means.</p> <p>@ 允政 you introduce your parents to boyfriend. Does need to call their name directly? It's not polity.</p> <p>@ 柏宇&amp;奕文 you are a great parents. But you can try to say more and more. Mary suddenly said something. Keep going! Expect for your next time.</p>

<b>Ming-Cheng</b>
<p>Group 6, great teamwork. But your voices are not clear enough in some parts of the video.</p> <p>@柏宇&amp;奕文, you did well as parents, it seems you two are cool parents.</p> <p>@嘉慶, as a boyfriend, you clearly show us both positive and negative way when visiting parents, and you are so energetic!</p> <p>@允政, your pronunciation is better than the last video.</p>
<b>Chun-Hsiang</b>
<p>Group 6, I think your video is very useful to us. And the good stage properties or your wearing really make me know what you want to tell us really clearly~ If you are careful to check something wrong, it will be wonderful next time!!</p> <p>@嘉慶 You are really a good act with confident. It's really enjoy to watch your video. By the way, I think you should use "I hope you" instead of "I wish you" when you give the present to her parent.</p> <p>@允政 You are a good girl friend in both scene. In good manner, you need to use "drink too much" instead of "too more. " In addition, is the sentence "why are you eat so least? " be a little strange? No matter whether right or not, I like the role you play~ Gj!!</p> <p>@奕文 You r a good Mom I think, but you can be better if you can make your voice loudly, especially when you are murmur to Dad~</p> <p>@柏宇 I think you are a good Dad really concern with your daughter~</p> <p>Group 6 is always a good sample for us to learn something. I think the ring in the video is something you can avoid it next time. Without the small trouble you have done, you are really well done~ I think this is a really good video to tell us how to deal with girl friend's parents. Keep going!!</p>
<b>Chun-Yi</b>
<p>Volume is main problem in this video. Every member is not enough in voice except for 嘉慶. You tried to express differences between good way and bad way and you did it. Your situation is like family gathering party so I think the scripts could put adaptations about family talk in easy and happy atmosphere. Anyway, you should put more effort to improve volume and come up with extra scripts with family talk.</p>
<b>Sun-Lin</b>
<p>You group is very very funny. The people who dance behind catch my attention, so sometimes I don't know if have to look at the dancers or listen to the speech.</p> <p>@嘉慶, I think your dancers are very interesting. At the same time, you speak very naturally.</p> <p>@允政, your intonation is good, but your "think" sounds a little bit like "sink".</p> <p>@奕文, your part is very clear.</p> <p>@柏宇, your group members jump behind, so I cannot hear you very clearly. Otherwise I think your part can be clearer.</p> <p>Last, I think your presentation is perfect. I cannot wait to watch your next video.</p>



## Group 6\_3<sup>rd</sup> feedback

<b>Yi-Neng</b>
<p>To the 3rd recording of group 6.</p> <p>Hello, I tried my best to write the following observations0</p> <p>FOCUS</p> <p>1) Eye-contact : Maybe 奕文 wore a wig, we can not see his eyes.</p> <p>2) Positive body language : In the introduction, you stand straight, keep your head up and smile. This gives the audience the impression that you have nothing to hide.</p> <p>EXPLAIN</p> <p>1) Calm and rational : Before 允政 said “Why do you eat so less(little)”, he saw 嘉慶’s dish. Speaking at a moderate pace will make you look, feel and act more confident. Speaking of me, When I am nervous or unsure of myself, I often tend to speak at a rapid pace unconsciously.</p> <p>2) Animation : Maybe it’s because the objective of this video, in both bad-way and good-way scenes, 嘉慶 makes many body and hand motions. This increases the chances that audiences will pay attention to you.</p>
<b>Hsin-Chun</b>
<p>Your performance is very clearly and special. I think if I was a girl, this movie would be very useful to me^^! But I was a boy, so if you could add a little boy how to wear clothes in which knowledge will be better, I think it makes the film..... even more rich and practical, after all, your title is "How to dress in different occasions".</p> <p>@ 婉娟, Your performance is so good, you are the soul of your team! but in 2:30 is "National Taiwan University of Science and Technology" not "national taiwan university of science and technology".</p> <p>@ 沛瑄 Your description is very clear and excellent. but in 1:32 "girlfriends" You say as "girl friends". And 2:28 "you can choose one-piece" i don't know that means. sorry&gt;~&lt;.</p> <p>@ 妙慧 you did a good job! Your voice louder than ever more clear! But in 3:17 "You can wearing pants is a good choice." can change be " You can wear pants and it’s a good choice."</p> <p>@ 麗玉 you did a good job and your voice very clearly</p> <p>Although there are some small problems, but I think your group is really great movie, you really are serious! ganba de!</p>
<b>Jen-Wei</b>
<p>Group6, your video are creative. All of you are good actor with clear pronunciation and proper body language.</p> <p>@ 嘉慶, you are still a good leader with self-confident, and suitable gesture.</p> <p>@ 柏宇, you do a great presentation.</p> <p>@ 允政&amp;奕文, you wear fake hair again, and that very suit for you lol.</p> <p>I know more detail about how to meet girl friend's parent from your video, thank you~</p>
<b>Ming-Chung</b>
<p>Group 6 It's a excellent show, and I learned many skills from it.</p> <p>@ 柏宇 I think your body language have improved this time. I mean. I mean when you said " you can say that again "</p> <p>@ 嘉慶 At about 4:17 . " I have leave earlier " should be change to " I have to leave earlier" or something</p> <p>@ 允政 You do a very good job on conclusion, and especially you point what should we noticed .</p> <p>@ 奕文 I expect you to have a more chance to talk in the show .</p>
<b>Ching-Hsiang</b>

I think the contrast can let me realize the different between bad attitude and good attitude. I think it has more contrast than before and i think the girl's boyfriend like drunkard in this time. You can show something about mistake, which people usually make. Because it's useful when you meet elder. and i think you can show more, because when you meet you boy's or girl 's parents or elder there are many manners you should take notice .For example when you come in you can say hello Initiative and after dinner you can help to wash dishes. When talking to the elder you should speak clearly and be confidence. Eye contact is polite. This tips are not only in meet boy's friend or girlfriend's parent but also useful in meet elder. There are good way to let your boy's friend or girlfriend's parent or elder give you a favorable impression.

### **En-Chi**

Has much educates the Italian righteousness the movie, in the movie demonstrated that many people not such have politeness facing the elder solid manner. This movie selects the mistake which many present people will violate, also provided the good way to let the human know must face when the elder how could deal. @ 嘉慶, you begin the introduction to have the self-confidence very much, moreover is performing good and the bad way, like this has the acting in a play talent clearly very much. @ 允政&奕文, the performance plays an out-of-character role the roll play will sacrifice very much is also but good, lets the human look will have the feeling which as soon as the understanding smiled. @ 柏宇, plays father's role to be possible to encircle may select, mood performance also unusual nature. Thanks the 6th group of movie!! Best wish!!

### **Miao-Hui (Ho)**

Group6 When I see your video, I always think what your imagination came from. It's very creatively.

@嘉慶 your role have more scenes. You play very well. But in some scenes like "4:19" your mood in that situation is not match. I feel unhappy in that time. But I think it is not your means.

@奕文 You still very quiet. You can try to express more your opinions. Thanks for your video. You always bring us surprised.

### **Ming-Cheng**

Group 6, you acted so well that it's hard to find shortcomings in your video.

@嘉慶, you are so energetic !Excellent.

@柏宇&奕文, you are still so cool as parents, but that's OK, you speak fluently.

@允政, you did well as a girlfriend, if you can improve your pronunciation when speaking some words, it would be better.

### **Chun-Hsiang**

I think you are always the best team that full of motivation and well-prepared stage properties make me interested and enjoyed your video. Although there are a little not really perfect, I think it can not change how great you have done~

@嘉慶 You always acted with confident and passion, and it really make me enjoy it~ By the way, the appropriate sounds KK [ə`proprɪ,et] and a sentence should it be "have to leave" instead of "have leave"? Finally, I should give you a big applause to you~

@奕文 You are a good actor in the film but look a little shy maybe with your hair covering your eyes~ "I think my food is delicious" let your audience think that the food you eat is delicious instead the food you cook is fine. Don't care about it, I think you are good enough so that your video is really wonderful finally~

@允政 I think you are a good girl friend to 嘉慶 in the film, especially your interactions between him~ The less is sound [les] and you should said good impressed not well impressed, shouldn't you? Really good presentation you have done~ A big applause for you at the last~

@柏宇 You are a good father with your anger when you see the terrible boy friend that your girl friend met!! By the way, impolite sounds in KK is [ɪmpə`laɪt]. Don't mention it too much, I think you are really a good actor indeed!



At last, you are really a good group for presentation. Hope you will have the good attitude to have something else as good as the film. Best wishes!
<b>Chun-Yi</b>
<p>i think you have bravura acting especially 嘉慶 and your video is better than last time.</p> <p>Actually, your presentation in each video is vry good, but i think only problem is your accent . if you can speak like native speaker and your presentation will be perfect . i know it is very hard to speak like native speaker .</p> <p>Keep going! you will be perfect!</p>
<b>Sun-Lin</b>
<p>I always look forward the video from your group, and this time, I still think the video is very funny. What's more, some new elements like new props are added make the video more professional. Therefore, I think the video is excellent.</p> <p>@允政, I think your part is very interesting. You introduce the tower from outside to inside. I can even see the view of the city</p> <p>@嘉慶, your voice is loud enough. I can hear you very clearly. Moreover, you prepare some props. I think it's a very good idea.</p> <p>@奕文, your English pronunciation is very good, but I think if you can speak louder, it will be even better.</p> <p>@柏宇, I can see that you can't wait to have fun with your team members. Your English is very fluent, no problem.</p>